EDITING PART TWO

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 edit, I make sure every sentence is **complete**: it has a **subject** and a **verb** and tells a whole idea.
The **subject and verb must agree**. One person or thing takes a singular verb (**Mama holds** my hand); more than one takes a plural verb (**the people cheer**).
A complete sentence with agreement keeps my writing clear, so a reader always knows **who** is doing **what**.

SENTENCE WEATHER

Subject (SUN)

Verb (RAINDROP)

A complete sentence needs a SUN (subject) and a RAINDROP (verb), and they must agree.

WHERE IT APPEARS: In a sentence about the day of the march, the subject and verb must agree so the idea is complete.

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Complete Sentences & 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 complete sentences & 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."

NOTE: This week: complete sentences & subject-verb agreement, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Complete Sentences & Subject-Verb Agreement slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Complete Sentences & Subject-Verb Agreement · Teacher Script · 1

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"

Find the subject and the verb.

Read the sentence. Point to the subject and the verb, and decide whether it tells a complete idea.

"The crowd became still."

I CAN I can find the subject and verb in a complete sentence.

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

~2 min

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

"Let's warm up our editing eyes. Find the subject and the verb. Read the sentence. Point to the subject and the verb, and decide whether it tells a complete idea."

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

"Read this with me: 'The crowd became still.'"

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

ANSWER KEY: The subject is crowd and the verb is became; together they make a complete idea.

(11)(D)(i) · Complete Sentences & 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, The subject is crowd and the verb is became; together they make a complete idea.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when complete sentences & 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.

Two verbs are offered. Choose the one that agrees with the subject.

"The people in the crowd (waits / wait) for Dr. King."

I CAN I can choose a verb that agrees with its subject.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two verbs are offered. Choose the one that agrees with the subject."

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

"Read this with me: 'The people in the crowd (waits / wait) for Dr. King.'"

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

ANSWER KEY: "wait" agrees with the plural subject people, so it is the correct verb.

(11)(D)(i) · Complete Sentences & 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, "wait" agrees with the plural subject people, so it is the correct verb.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

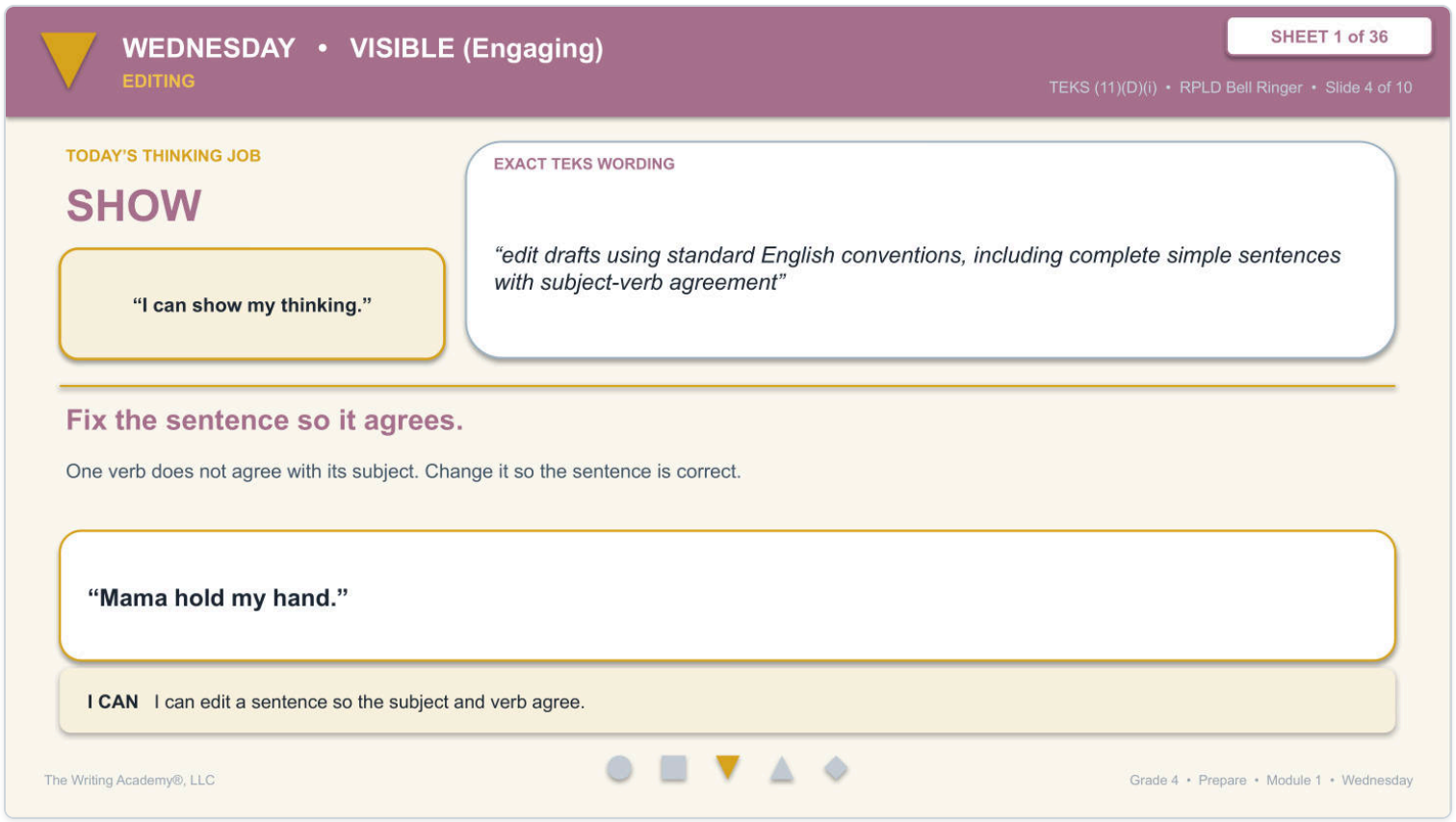
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. One verb does not agree with its subject. Change it so the sentence is correct."

"Read this with me: 'Mama hold my hand.'"

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

ANSWER KEY: "Mama holds my hand." The singular subject Mama takes the singular verb holds.

(11)(D)(i) · Complete Sentences & 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, "Mama holds my hand." The singular subject Mama takes the singular verb holds.

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.

THURSDAY • INDEPENDENT (Independent)
EDITING

SHEET 1 of 36

TEKS (11)(D)(i) • RPLD Bell Ringer • Slide 5 of 10

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"

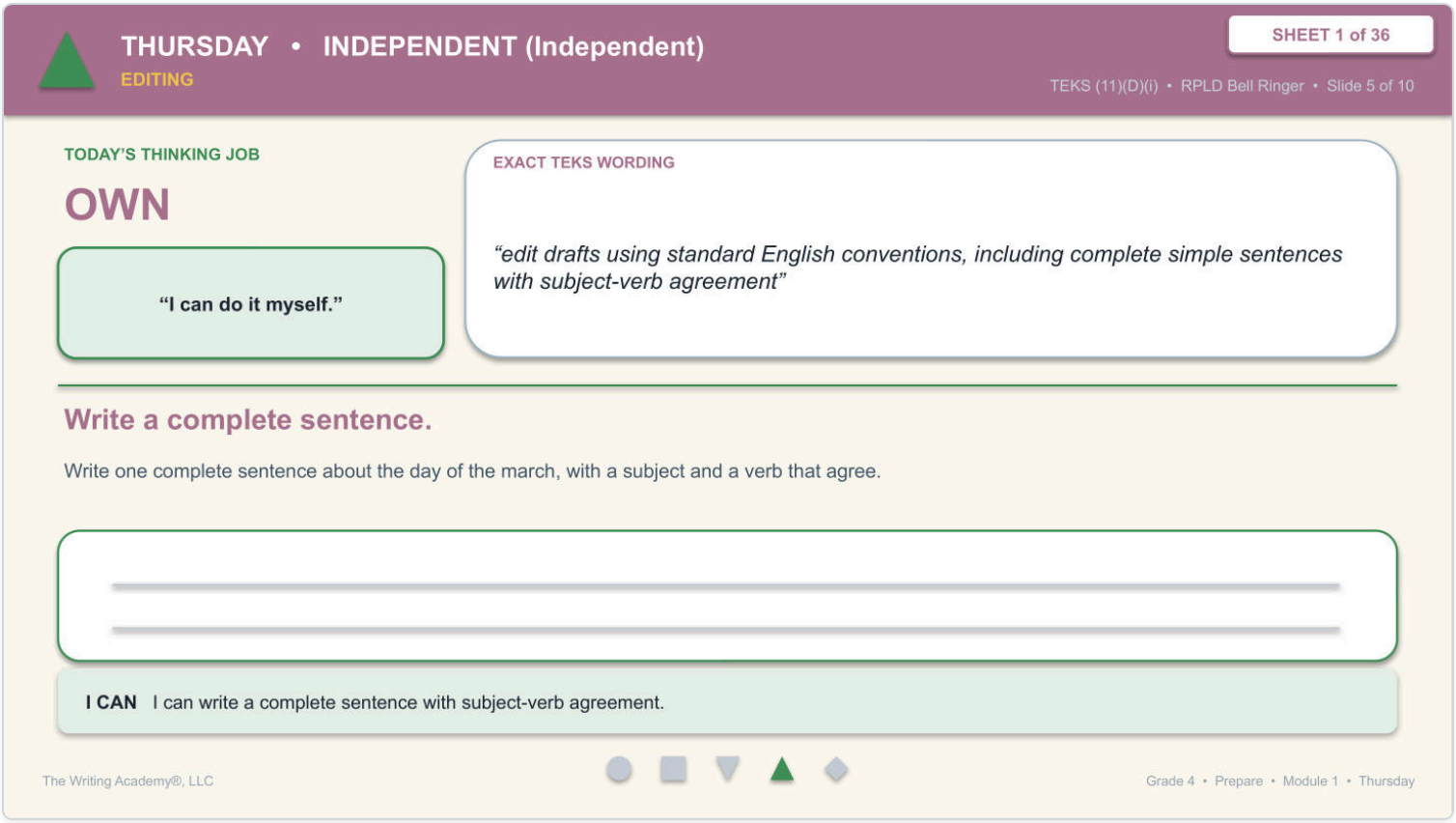
Write a complete sentence.

Write one complete sentence about the day of the march, with a subject and a verb that agree.

I CAN I can write a complete sentence with subject-verb agreement.

The Writing Academy®, LLC

Grade 4 • Prepare • Module 1 • Thursday



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

~4 min

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

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

"Read this one: Write one complete sentence about the day of the march, with a subject and a verb that agree."

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

ANSWER KEY: Sample: "The children imagine a fair world." The plural subject children takes the plural verb imagine.

(11)(D)(i) · Complete Sentences & 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, Sample: "The children imagine a fair world." The plural subject children takes the plural verb imagine.

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"

Explain why agreement matters.

Tell why a writer makes the subject and the verb agree.

I CAN I can explain why subject-verb agreement keeps my writing clear.

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

~5 min

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

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

""

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

ANSWER KEY: Agreement keeps the sentence clear, so the reader always knows who is doing the action.

(11)(D)(i) · Complete Sentences & 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, Agreement keeps the sentence clear, so the reader always knows who is doing the action.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(i) • Complete Sentences & Subject-Verb Agreement

SHEET 1 of 36

Slide 7 of 10

Complete the **complete sentences and 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 and compound sentences with subject-verb agreement**	"The people **wait** for Dr. King to speak." *The plural subject people takes the plural verb wait, so the subject and verb agree.*

MY OWN EXAMPLE:

Write your own example here.

➜ **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, The plural subject people takes the plural verb wait, so the subject and verb agree.

(11)(D)(i) · Complete Sentences & 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(i) • Complete Sentences & Subject-Verb Agreement

NOTICE Monday	The subject is crowd and the verb is became; together they make a complete idea.
CHOOSE Tuesday	“wait” agrees with the plural subject people, so it is the correct verb.
SHOW Wednesday	“Mama holds my hand.” The singular subject Mama takes the singular verb holds.
OWN Thursday	Sample: “The children imagine a fair world.” The plural subject children takes the plural verb imagine.
DEFEND Friday	Agreement keeps the sentence clear, so the reader always knows who is doing the action.

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 subject is crowd and the verb is became; together they make a complete idea. Emergent, “wait” agrees with the plural subject people, so it is the correct verb. Visible, “Mama holds my hand.” The singular subject Mama takes the singular verb holds. Independent, Sample: “The children imagine a fair world.” The plural subject children takes the plural verb imagine. Reflective, Agreement keeps the sentence clear, so the reader always knows who is doing the action.*

ANSWER KEY: The subject is crowd and the verb is became; together they make a complete idea. · “wait” agrees with the plural subject people, so it is the correct verb. · “Mama holds my hand.” The singular subject Mama takes the singular verb holds. · Sample: “The children imagine a fair world.” The plural subject children takes the plural verb imagine. · Agreement keeps the sentence clear, so the reader always knows who is doing the action.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Complete Sentences & Subject-Verb Agreement · Teacher Script · 8

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(i) • Complete Sentences & Subject-Verb Agreement

Read this part of a student's draft.

(1) The people in the crowd waits for Dr. King to speak.

What change should be made in sentence 1?

A Change waits to wait

B Change crowd to crowds

C Change speak to speaks

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The people in the crowd waits for Dr. King to speak. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(i) • Complete Sentences & Subject-Verb Agreement

Correct answer: A Change waits to wait

WHY THIS IS CORRECT

The subject people is plural, so it needs the plural verb wait, not waits.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Crowd is already correct, so changing it would add an error. Speak is correct after the word to, so changing it to speaks is wrong. There is an agreement error to fix, so Make no change is not right.

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 waits to wait. The subject people is plural, so it needs the plural verb wait, not waits."

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

"Crowd is already correct, so changing it would add an error. Speak is correct after the word to, so changing it to speaks is wrong. There is an agreement error to fix, so Make no change is not right."

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

ANSWER KEY: A, Change waits to wait

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that a **singular noun** names **one** person, place, or thing. A singular noun usually has **no -s**: one **child**, one **crowd**, one **dream**. Naming exactly one keeps my meaning clear, so a reader knows I mean a single thing.

SENTENCE WEATHER

Noun (SUN)

A noun is a SUN. A singular noun is one SUN: it names just one person, place, or thing.

WHERE IT APPEARS: In a sentence about the day of the march, a singular noun names one person, place, or thing.

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

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

~2 min

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

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

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

"This week, our editing focus is singular nouns, the standard says: 'edit drafts using standard English conventions, including singular nouns.'"

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

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

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

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

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Singular Nouns · Teacher Script · 11

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 2 of 36

TEKS (11)(D)(vii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the singular noun.

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

"A child raised her hand."

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

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

~2 min

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

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

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

"Read this with me: 'A child raised her hand.'"

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

ANSWER KEY: The singular noun is child; it names one person.

CHECK FOR UNDERSTANDING

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

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.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 2 of 36

TEKS (11)(D)(vii) • RPLD Bell Ringer • Slide 3 of 10

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.

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

"One (speech / speeches) changed the crowd."

I CAN I can choose the correct singular noun.

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

~4 min

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

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

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

"Read this with me: 'One (speech / speeches) changed the crowd.'"

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

ANSWER KEY: "speech" names just one, so it is the singular noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "speech" names just one, so it is the singular noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 2 of 36

TEKS (11)(D)(vii) • RPLD Bell Ringer • Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Fix the noun so it names one.

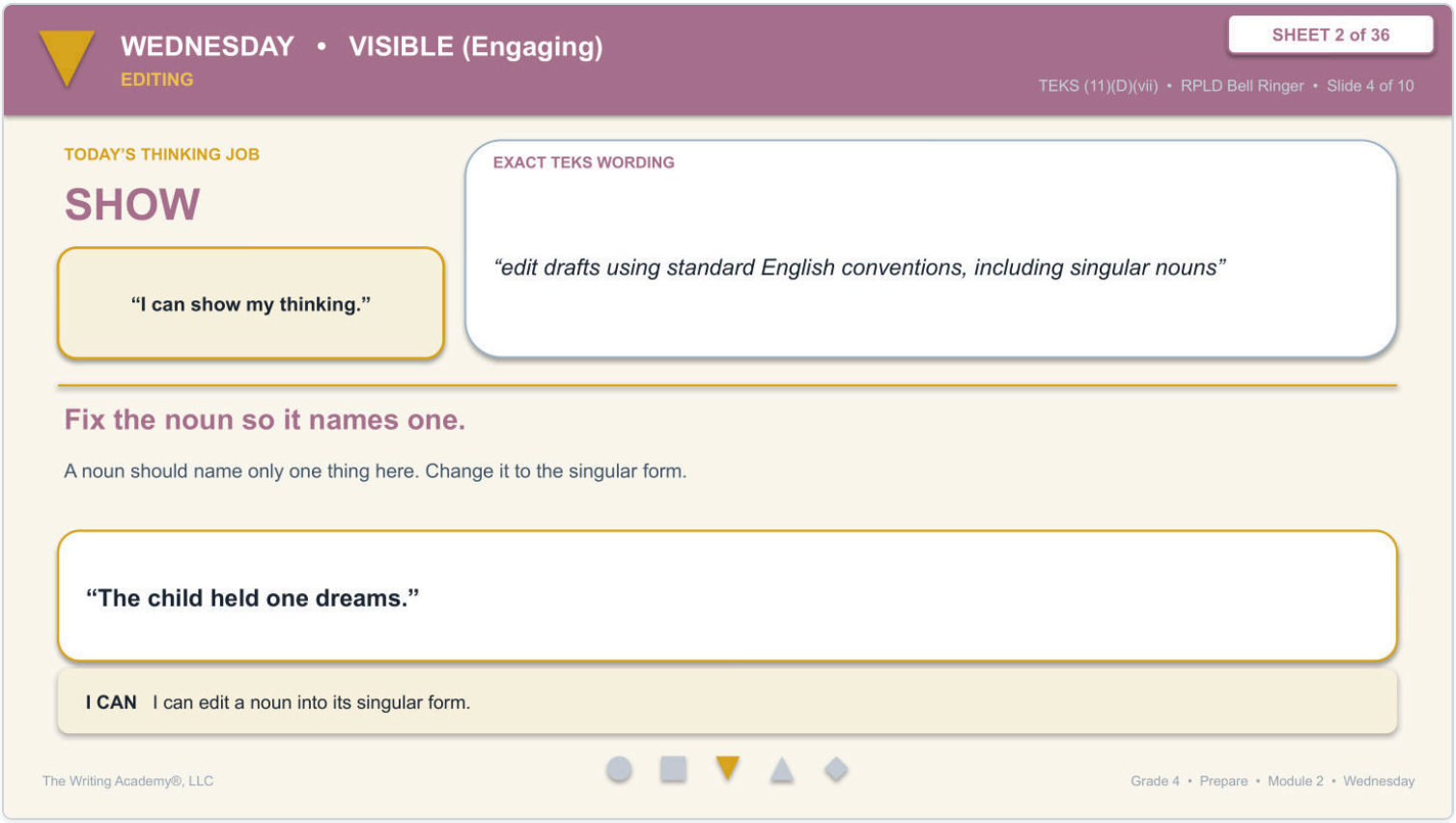
A noun should name only one thing here. Change it to the singular form.

"The child held one dreams."

I CAN I can edit a noun into its singular form.

The Writing Academy®, LLC

Grade 4 • Prepare • Module 2 • Wednesday



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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A noun should name only one thing here. Change it to the singular form."

"Read this with me: 'The child held one dreams.'"

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

ANSWER KEY: "The child held one dream." Dream is the singular form that matches one.

(11)(D)(vii) · 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, "The child held one dream." Dream is the singular form that matches 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

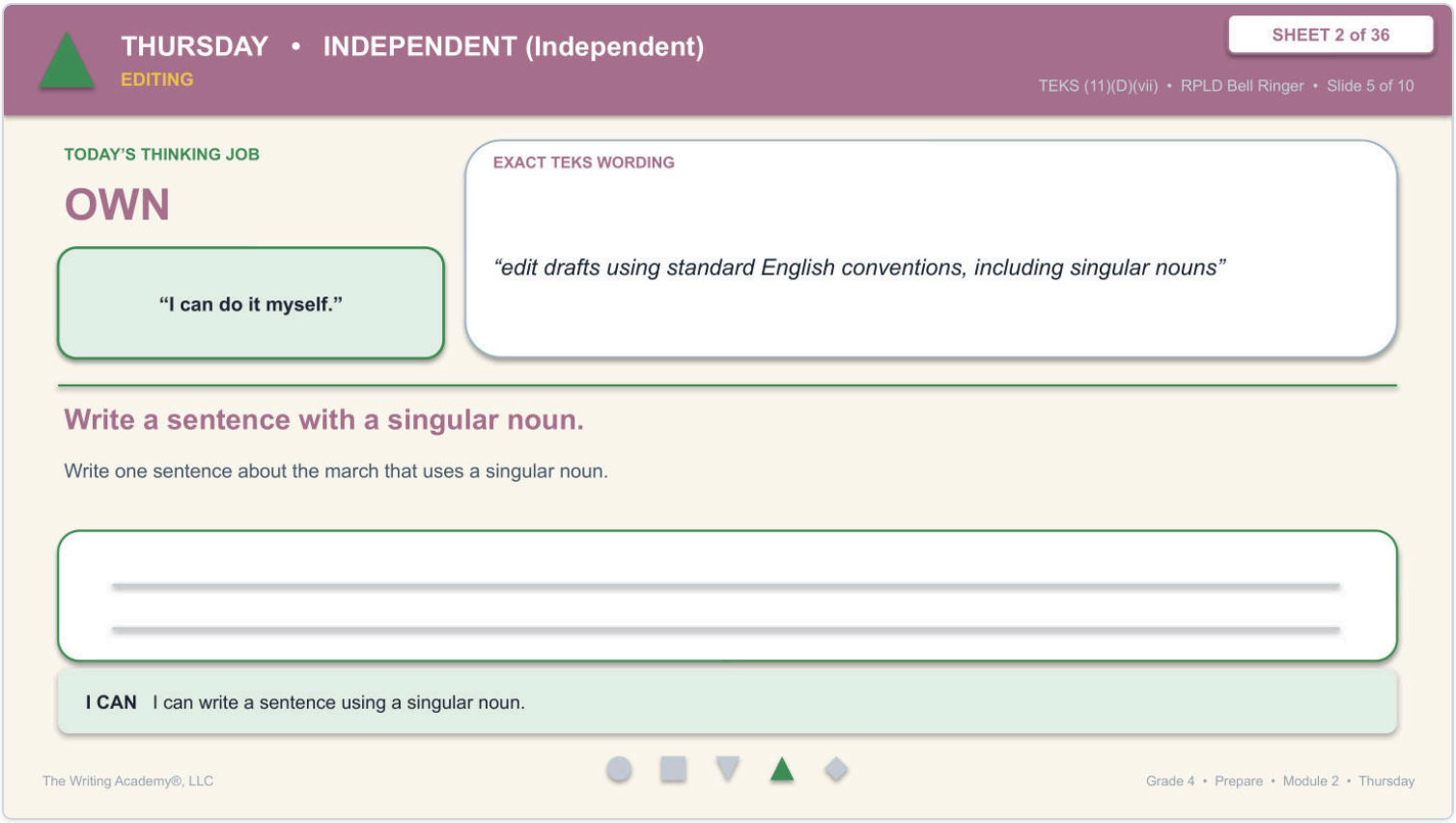
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about the march that uses a singular noun."

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

ANSWER KEY: Sample: "The crowd grew quiet." Crowd is a singular noun naming one group.

(11)(D)(vii) · 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, Sample: "The crowd grew quiet." Crowd is a singular noun naming one group.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Explain why the singular noun fits.

Tell why the writer named only one thing here.

I CAN I can explain how a singular noun keeps my meaning clear.

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

~5 min

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

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

""

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

ANSWER KEY: The writer means one thing, so the singular noun keeps the meaning exact.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The writer means one thing, so the singular noun keeps the meaning exact.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(vii) • Singular Nouns

SHEET 2 of 36

Slide 7 of 10

Complete the **singular 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 **singular nouns**	"One **child** imagined a fair world." *Child is a singular noun; it names exactly one person.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 2 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, Child is a singular noun; it names exactly one person.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(vii) • Singular Nouns

SHEET 2 of 36

Slide 8 of 10

NOTICE Monday	The singular noun is child; it names one person.
CHOOSE Tuesday	“speech” names just one, so it is the singular noun.
SHOW Wednesday	“The child held one dream.” Dream is the singular form that matches one.
OWN Thursday	Sample: “The crowd grew quiet.” Crowd is a singular noun naming one group.
DEFEND Friday	The writer means one thing, so the singular noun keeps the meaning exact.

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

~3 min

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

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The singular noun is child; it names one person. Emergent, “speech” names just one, so it is the singular noun. Visible, “The child held one dream.” Dream is the singular form that matches one. Independent, Sample: “The crowd grew quiet.” Crowd is a singular noun naming one group. Reflective, The writer means one thing, so the singular noun keeps the meaning exact.*

ANSWER KEY: The singular noun is child; it names one person. · “speech” names just one, so it is the singular noun. · “The child held one dream.” Dream is the singular form that matches one. · Sample: “The crowd grew quiet.” Crowd is a singular noun naming one group. · The writer means one thing, so the singular noun keeps the meaning exact.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(vii) • Singular Nouns

Read this part of a student's draft.

(1) Each childs in the crowd listened to the speech.

What change should be made in sentence 1?

A Change childs to child

B Change crowd to crowds

C Change speech to speeches

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Each childs in the crowd listened to the speech. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(vii) • Singular Nouns

Correct answer: A Change childs to child

WHY THIS IS CORRECT

The word Each names one, so the singular noun child is correct, not childs.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Crowd already names one group correctly. Speech already names one correctly. There is an error to fix, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change childs to child. The word Each names one, so the singular noun child is correct, not childs."

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

"Crowd already names one group correctly. Speech already names one correctly. There is an error to fix, so Make no change is wrong."

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

ANSWER KEY: A, Change childs to child

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that a **common noun** names a **general** person, place, or thing, not a specific name.
A common noun is **not capitalized**: **grandfather**, **country**, **project**, unless it begins a sentence.
Knowing common from proper nouns tells me which words to capitalize and which to leave lowercase.

SENTENCE WEATHER

Noun (SUN)

A noun is a SUN. A common noun is a general SUN: a person, place, or thing that is not a specific name.

WHERE IT APPEARS: In a sentence about the interview, a common noun names a general person, place, or thing.

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

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

~2 min

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

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

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

"This week, our editing focus is common nouns, the standard says: 'edit drafts using standard English conventions, including common nouns.'"

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

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

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

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

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Common Nouns · Teacher Script · 21

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 3 of 36

TEKS (11)(D)(ix) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the common noun.

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

"My grandfather shared a story."

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

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

~2 min

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

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

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

"Read this with me: 'My grandfather shared a story.'"

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

ANSWER KEY: The common noun is grandfather; it names a general person.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The common noun is grandfather; it names a general person.

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.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two nouns are offered. Choose the general one, not the specific name."

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

"Read this with me: 'He served his (country / United States) with pride.'"

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

ANSWER KEY: "country" is the common noun; United States is a specific name, a proper noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "country" is the common noun; United States is a specific name, a proper noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

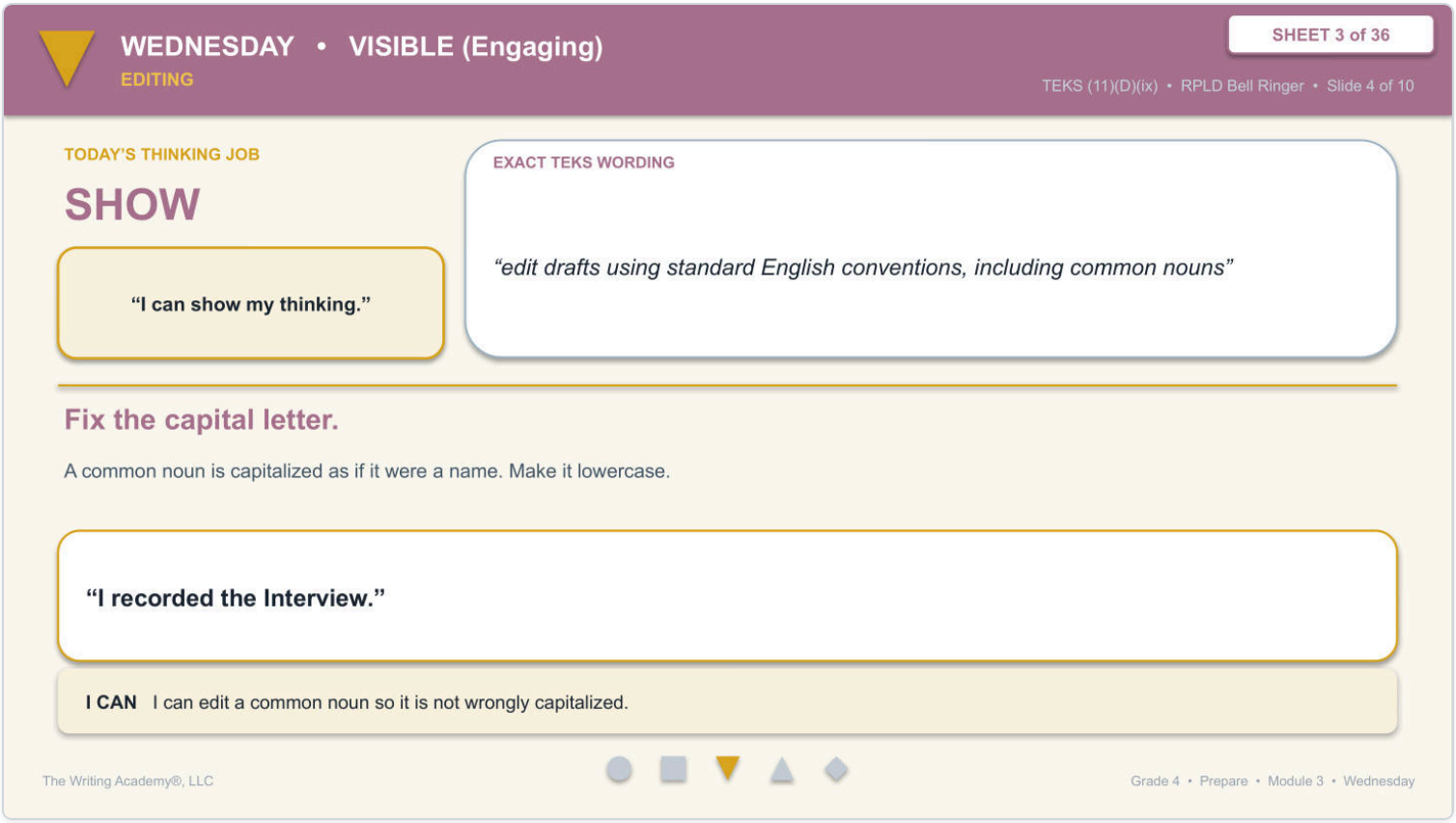
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A common noun is capitalized as if it were a name. Make it lowercase."

"Read this with me: 'I recorded the Interview.'"

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

ANSWER KEY: "I recorded the interview." Interview is a common noun, so it is lowercase.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "I recorded the interview." Interview is a common noun, so it is lowercase.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

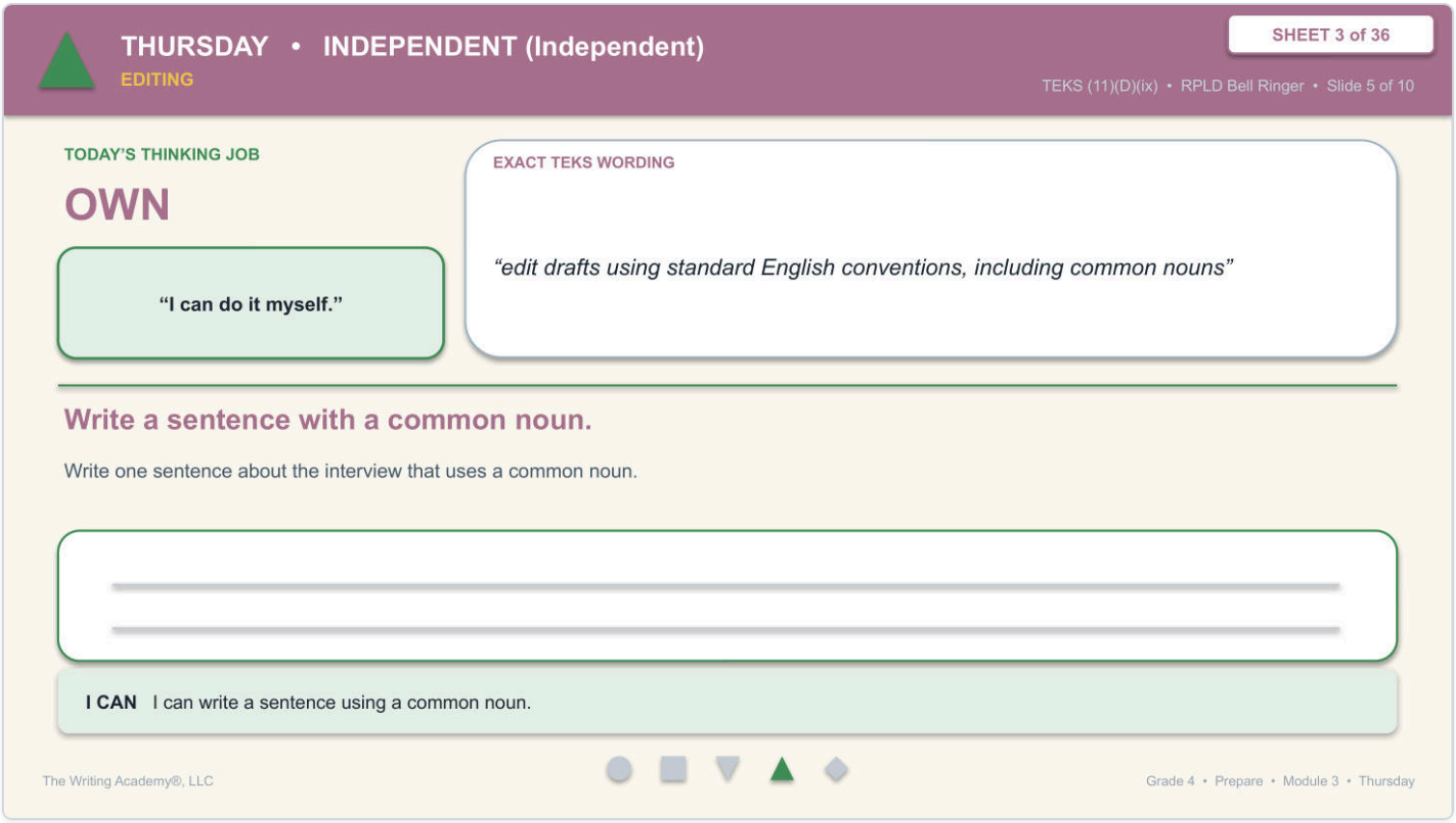
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about the interview that uses a common noun."

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

ANSWER KEY: Sample: "My notebook held every answer." Notebook is a common noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "My notebook held every answer." Notebook is a common noun.

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

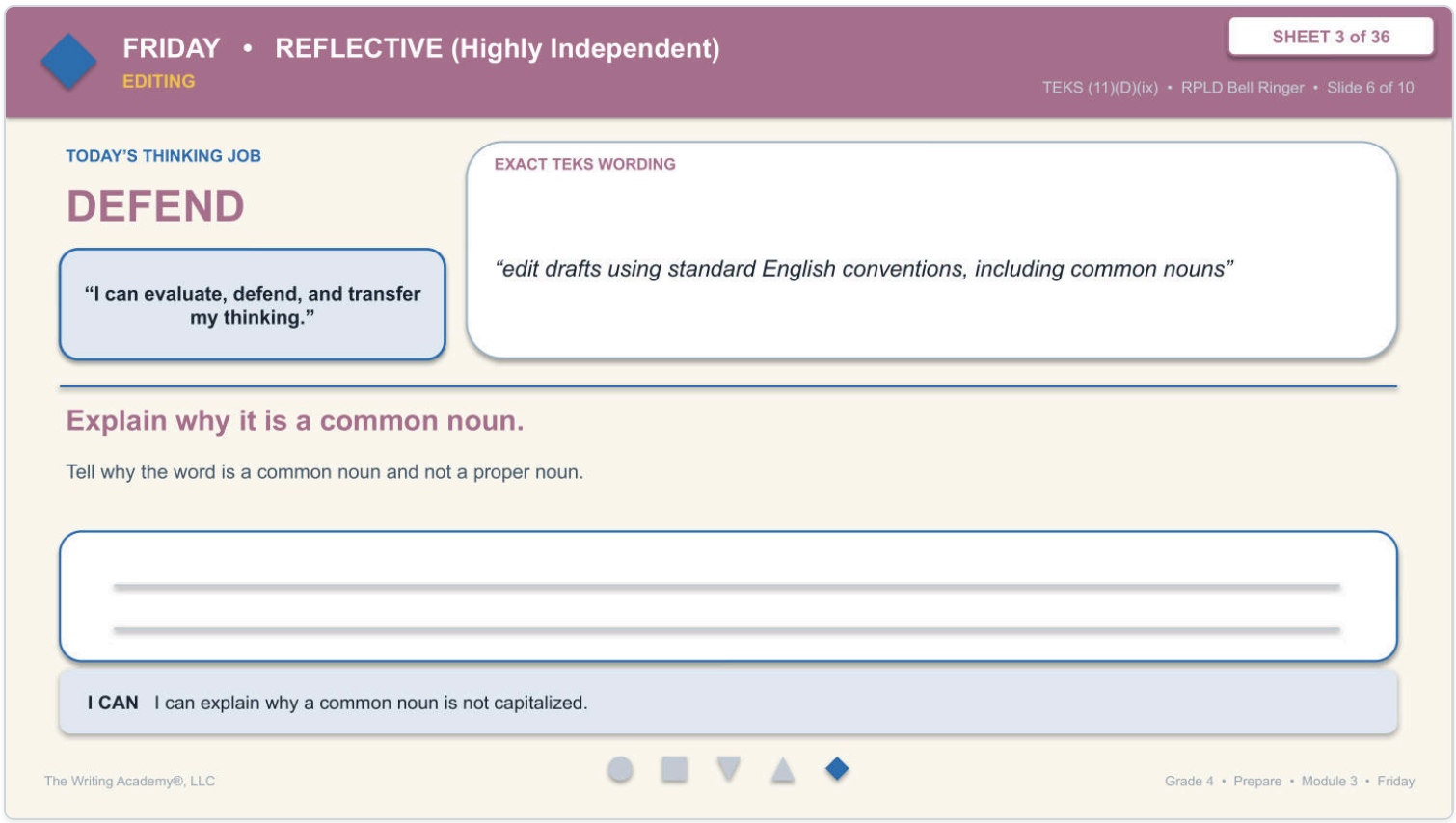
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

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.



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

~5 min

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

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

""

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

ANSWER KEY: It names a general thing, not a specific name, so it is a common noun and stays lowercase.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, It names a general thing, not a specific name, so it is a common noun and stays lowercase.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(ix) • Common Nouns

SHEET 3 of 36

Slide 7 of 10

Complete the **common 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 **common nouns**	"My **grandfather** talked about service." *Grandfather is a common noun; it names a general person, so it stays lowercase.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 3 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, Grandfather is a common noun; it names a general person, so it stays lowercase.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(ix) • Common Nouns

SHEET 3 of 36

Slide 8 of 10

NOTICE Monday	The common noun is grandfather; it names a general person.
CHOOSE Tuesday	“country” is the common noun; United States is a specific name, a proper noun.
SHOW Wednesday	“I recorded the interview.” Interview is a common noun, so it is lowercase.
OWN Thursday	Sample: “My notebook held every answer.” Notebook is a common noun.
DEFEND Friday	It names a general thing, not a specific name, so it is a common noun and stays lowercase.

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

~3 min

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

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The common noun is grandfather; it names a general person. Emergent, “country” is the common noun; United States is a specific name, a proper noun. Visible, “I recorded the interview.” Interview is a common noun, so it is lowercase. Independent, Sample: “My notebook held every answer.” Notebook is a common noun. Reflective, It names a general thing, not a specific name, so it is a common noun and stays lowercase.*

ANSWER KEY: The common noun is grandfather; it names a general person. · “country” is the common noun; United States is a specific name, a proper noun. · “I recorded the interview.” Interview is a common noun, so it is lowercase. · Sample: “My notebook held every answer.” Notebook is a common noun. · It names a general thing, not a specific name, so it is a common noun and stays lowercase.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Common Nouns · Teacher Script · 28

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(ix) • Common Nouns

SHEET 3 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) My Grandfather explained the Peace Corps to me.

What change, if any, should be made in sentence 1?

A Change Grandfather to grandfather

B Change Peace Corps to peace corps

C Change explained to explaining

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: My Grandfather explained the Peace Corps to me. Now, what change, if any, should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(ix) • Common Nouns

SHEET 3 of 36

Slide 10 of 10

Correct answer: A Change Grandfather to grandfather

WHY THIS IS CORRECT

Grandfather is a common noun here, not a specific name, so it should be the lowercase grandfather.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Peace Corps is a specific name, a proper noun, so it stays capitalized. Explained is the correct verb. There is an error, so No change is needed is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change Grandfather to grandfather. Grandfather is a common noun here, not a specific name, so it should be the lowercase grandfather."

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

"Peace Corps is a specific name, a proper noun, so it stays capitalized. Explained is the correct verb. There is an error, so No change is needed is wrong."

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

ANSWER KEY: A, Change Grandfather to grandfather

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**, the words we read and write most often.
Words like **because**, **people**, **again**, **world**, and **friend** must be spelled correctly every time.
Correct spelling of common words keeps my writing clear and easy for a reader to trust.

KEY IDEA

Spelling is a **convention**, so it wears no weather symbol.
High-frequency words are the everyday words we use most: **because, people, again, world**.

WHERE IT APPEARS: In a sentence about serving others, high-frequency words must be spelled correctly.

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."

NOTE: This week: 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.

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 4 of 36

TEKS (11)(D)(xxxv) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the high-frequency word.

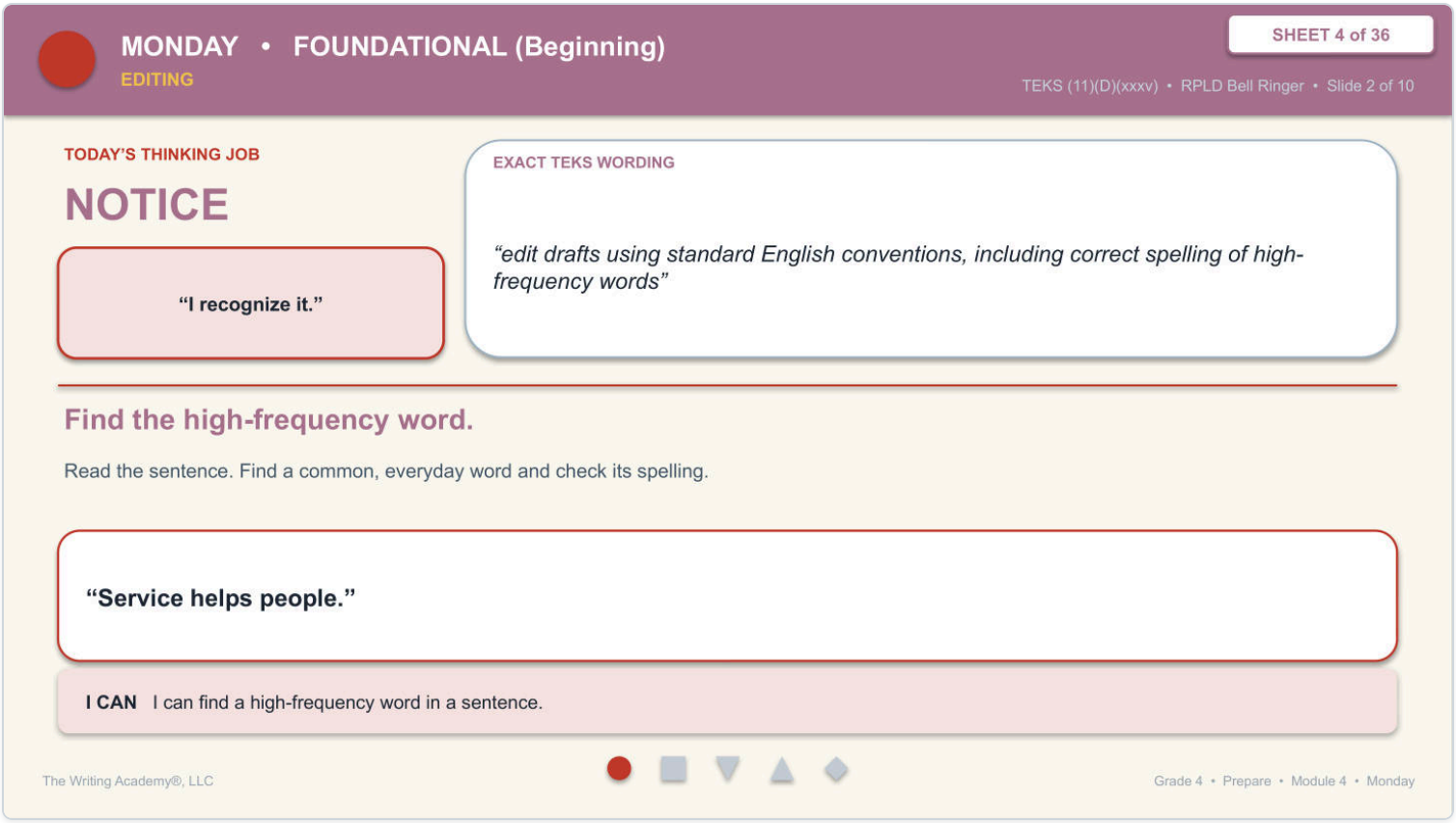
Read the sentence. Find a common, everyday word and check its spelling.

"Service helps people."

I CAN I can find a high-frequency word in a sentence.

The Writing Academy®, LLC

Grade 4 • Prepare • Module 4 • Monday



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

~2 min

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

"Let's warm up our editing eyes. Find the high-frequency word. Read the sentence. Find a common, everyday word and check its spelling."

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

"Read this with me: 'Service helps people.'"

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

ANSWER KEY: The high-frequency word is people, spelled p-e-o-p-l-e.

(11)(D)(xxxv) · 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, The high-frequency word is people, spelled p-e-o-p-l-e.

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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 4 of 36

TEKS (11)(D)(xxxv) • RPLD Bell Ringer • Slide 3 of 10

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.

Two spellings are offered. Choose the correct one.

"We serve (because / becuase) we care."

I CAN I can choose the correct spelling of a high-frequency word.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the correct one."

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

"Read this with me: 'We serve (because / becuase) we care.'"

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

ANSWER KEY: "because" is the correct spelling.

(11)(D)(xxxv) · 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, "because" is the correct spelling.

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"

Fix the misspelled word.

One high-frequency word is spelled wrong. Correct it.

"A better wrold begins with kindness."

I CAN I can edit a misspelled high-frequency word.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. One high-frequency word is spelled wrong. Correct it."

"Read this with me: 'A better wrold begins with kindness.'"

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

ANSWER KEY: "A better world begins with kindness." World is now spelled correctly.

(11)(D)(xxxv) · 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, "A better world begins with kindness." World is now spelled correctly.

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.

THURSDAY • INDEPENDENT (Independent)
EDITING

SHEET 4 of 36

TEKS (11)(D)(xxxv) • RPLD Bell Ringer • Slide 5 of 10

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"

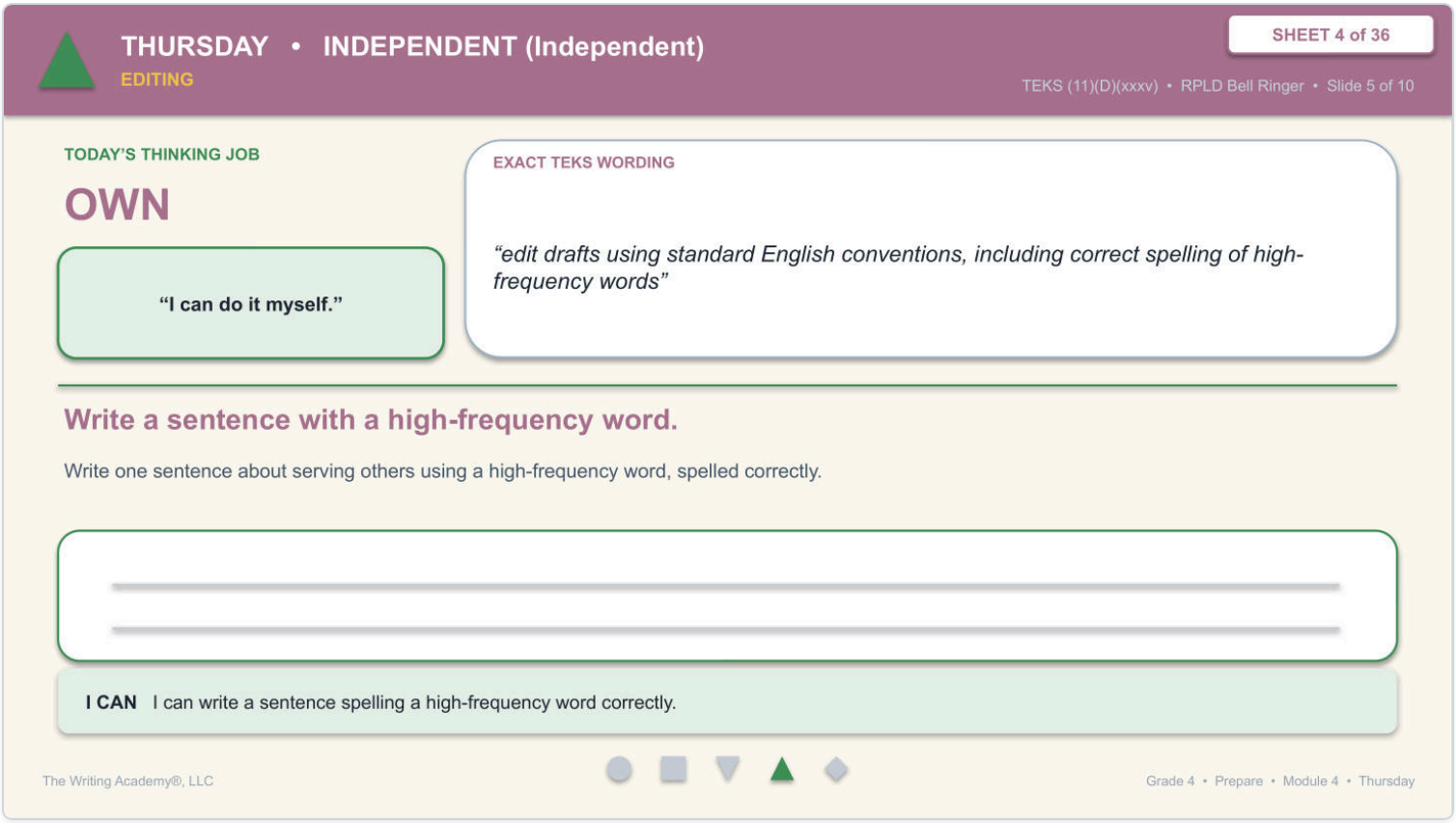
Write a sentence with a high-frequency word.

Write one sentence about serving others using a high-frequency word, spelled correctly.

I CAN I can write a sentence spelling a high-frequency word correctly.

The Writing Academy®, LLC

Grade 4 • Prepare • Module 4 • Thursday



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

~4 min

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

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

"Read this one: Write one sentence about serving others using a high-frequency word, 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: Sample: "I want to help people in my town." People is spelled correctly.

(11)(D)(xxxv) · 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, Sample: "I want to help people in my town." People is spelled correctly.

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.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 4 of 36

TEKS (11)(D)(xxxv) • RPLD Bell Ringer • Slide 6 of 10

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"

Explain why correct spelling matters.

Tell why a writer spells high-frequency words correctly.

I CAN I can explain why correct spelling keeps my writing clear.

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

~5 min

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

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

""

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

ANSWER KEY: Readers see these words often, so a misspelling stands out and slows them down.

(11)(D)(xxxv) · 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, Readers see these words often, so a misspelling stands out and slows them down.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Spelling High-Frequency Words · Teacher Script · 36

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxxv) • Spelling High-Frequency Words

SHEET 4 of 36

Slide 7 of 10

Complete the **spelling of high-frequency words** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxxv) edit drafts using standard English conventions, including **correct spelling of high-frequency words**	"We serve **because** we care." *Because is a high-frequency word spelled correctly.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 4 of 36, and complete the (11)(D)(xxxv) 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 is a high-frequency word spelled correctly.

(11)(D)(xxxv) · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxxv) • Spelling High-Frequency Words

NOTICE Monday	The high-frequency word is people, spelled p-e-o-p-l-e.
CHOOSE Tuesday	“because” is the correct spelling.
SHOW Wednesday	“A better world begins with kindness.” World is now spelled correctly.
OWN Thursday	Sample: “I want to help people in my town.” People is spelled correctly.
DEFEND Friday	Readers see these words often, so a misspelling stands out and slows them down.

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 high-frequency word is people, spelled p-e-o-p-l-e. Emergent, “because” is the correct spelling. Visible, “A better world begins with kindness.” World is now spelled correctly. Independent, Sample: “I want to help people in my town.” People is spelled correctly. Reflective, Readers see these words often, so a misspelling stands out and slows them down.*

ANSWER KEY: The high-frequency word is people, spelled p-e-o-p-l-e. · “because” is the correct spelling. · “A better world begins with kindness.” World is now spelled correctly. · Sample: “I want to help people in my town.” People is spelled correctly. · Readers see these words often, so a misspelling stands out and slows them down.

(11)(D)(xxxv) · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxxv) • Spelling High-Frequency Words

Read this part of a student's draft.

(1) A better wrold begins when we help each other.

Sentence 1 is written incorrectly. What change should be made?

A Change wrold to world

B Change begins to begin

C Change help to helps

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: A better wrold begins when we help each other. Now, sentence 1 is written incorrectly. What change should be made?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxxv) • Spelling High-Frequency Words

SHEET 4 of 36

Slide 10 of 10

Correct answer: A Change wrold to world

WHY THIS IS CORRECT

The high-frequency word wrold is misspelled; it should be world.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Begins is correct here. Help is correct after the word to. There is a spelling error, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change wrold to world. The high-frequency word wrold is misspelled; it should be world."

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

"Begins is correct here. Help is correct after the word to. There is a spelling error, so Make no change is wrong."

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

ANSWER KEY: A, Change wrold to world

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including past tense of irregular verbs"

WHAT DOES THIS MEAN TO ME?

When I edit, I check that an **irregular verb** shows the past by **changing its form**, not by adding -ed.
These verbs change in special ways: **write** becomes **wrote**, **say** becomes **said**, **have** becomes **had**, **is** becomes **was**.
Using the correct past form keeps my writing about long ago clear and correct.

SENTENCE WEATHER

Past-tense verb (RED RAINDROP)

A verb is a RAINDROP. The RED raindrop shows the action already happened, in the past.

WHERE IT APPEARS: In a sentence about the Magna Carta long ago, an irregular verb shows the past by changing its form.

This deck teaches **Past Tense of Irregular Verbs** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Past Tense of Irregular Verbs

~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 tense of irregular verbs, the standard says: 'edit drafts using standard English conventions, including past tense of irregular verbs.'"

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

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

NOTE: This week: past tense of irregular verbs, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Past Tense of Irregular Verbs slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Past Tense of Irregular Verbs · Teacher Script · 1

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 5 of 36

TEKS (11)(D)(vi) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including past tense of irregular verbs"

Find the past-tense irregular verb.

Read the sentence. Find the verb and decide whether it shows the past by changing form.

"The barons wrote their demands."

I CAN I can find an irregular past-tense verb.

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

~2 min

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

"Let's warm up our editing eyes. Find the past-tense irregular verb. Read the sentence. Find the verb and decide whether it shows the past by changing form."

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

"Read this with me: 'The barons wrote their demands.'"

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

ANSWER KEY: The irregular past verb is wrote; it changes form from write.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The irregular past verb is wrote; it changes form from write.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when past tense of irregular verbs 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 5 of 36

TEKS (11)(D)(vi) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including past tense of irregular verbs"

Choose the correct past form.

Two forms are offered. Choose the correct irregular past tense.

"The king (had / haved) to follow the law."

I CAN I can choose the correct irregular past-tense verb.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the correct irregular past tense."

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

"Read this with me: 'The king (had / haved) to follow the law.'"

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

ANSWER KEY: "had" is the correct irregular past of have.

(11)(D)(vi) · Past Tense of Irregular Verbs · 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, "had" is the correct irregular past of have.

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 tense of irregular verbs"

Fix the irregular verb.

An irregular verb was made past by adding -ed. Change it to the correct form.

"The barons writed a promise."

I CAN I can edit an irregular verb into its correct past form.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. An irregular verb was made past by adding -ed. Change it to the correct form."

"Read this with me: 'The barons writed a promise.'"

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

ANSWER KEY: "The barons wrote a promise." Wrote is the correct past of write.

(11)(D)(vi) · Past Tense of Irregular Verbs · 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, "The barons wrote a promise." Wrote is the correct past of write.

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 tense of irregular verbs"

Write a sentence with an irregular past verb.

Write one sentence about the Magna Carta using an irregular past-tense verb.

I CAN I can write a sentence using an irregular past-tense verb.

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

~4 min

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

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

"Read this one: Write one sentence about the Magna Carta using an irregular past-tense verb."

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

ANSWER KEY: Sample: "The leaders thought about fairness." Thought is the irregular past of think.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The leaders thought about fairness." Thought is the irregular past of think.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Past Tense of Irregular Verbs · Teacher Script · 5

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"edit drafts using standard English conventions, including past tense of irregular verbs"

Explain why the past form matters.

Tell why the writer used the past tense here.

I CAN I can explain how an irregular past verb keeps my writing clear.

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

~5 min

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

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

""

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

ANSWER KEY: The events happened long ago, so the irregular past form keeps the time correct.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The events happened long ago, so the irregular past form keeps the time correct.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Past Tense of Irregular Verbs · Teacher Script · 6

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(vi) • Past Tense of Irregular Verbs

SHEET 5 of 36

Slide 7 of 10

Complete the **past tense of irregular verbs** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vi) edit drafts using standard English conventions, including **past tense of irregular verbs**	"The barons **wrote** the Magna Carta." *Wrote is the irregular past of write; it changes form instead of adding -ed.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 5 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, Wrote is the irregular past of write; it changes form instead of adding -ed.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Past Tense of Irregular Verbs · Teacher Script · 7

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(vi) • Past Tense of Irregular Verbs

SHEET 5 of 36

Slide 8 of 10

NOTICE Monday	The irregular past verb is wrote; it changes form from write.
CHOOSE Tuesday	“had” is the correct irregular past of have.
SHOW Wednesday	“The barons wrote a promise.” Wrote is the correct past of write.
OWN Thursday	Sample: “The leaders thought about fairness.” Thought is the irregular past of think.
DEFEND Friday	The events happened long ago, so the irregular past form keeps the time correct.

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

~3 min

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

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The irregular past verb is wrote; it changes form from write. Emergent, “had” is the correct irregular past of have. Visible, “The barons wrote a promise.” Wrote is the correct past of write. Independent, Sample: “The leaders thought about fairness.” Thought is the irregular past of think. Reflective, The events happened long ago, so the irregular past form keeps the time correct.*

ANSWER KEY: The irregular past verb is wrote; it changes form from write. · “had” is the correct irregular past of have. · “The barons wrote a promise.” Wrote is the correct past of write. · Sample: “The leaders thought about fairness.” Thought is the irregular past of think. · The events happened long ago, so the irregular past form keeps the time correct.

(11)(D)(vi) · Past Tense of Irregular Verbs · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(vi) • Past Tense of Irregular Verbs

SHEET 5 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The barons writed a promise that limited the king's power.

What change should be made in sentence 1?

A Change writed to wrote

B Change barons to baron

C Change limited to limits

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The barons writed a promise that limited the king's power. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

(11)(D)(vi) · Past Tense of Irregular Verbs · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(vi) • Past Tense of Irregular Verbs

Correct answer: A Change writed to wrote

WHY THIS IS CORRECT

Write is irregular, so its past tense is wrote, not writed.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Barons is a correct plural. Limited is the correct past tense. There is an error to fix, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change writed to wrote. Write is irregular, so its past tense is wrote, not writed."

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

"Barons is a correct plural. Limited is the correct past tense. There is an error to fix, so Make no change is wrong."

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

ANSWER KEY: A, Change writed to wrote

(11)(D)(vi) · Past Tense of Irregular Verbs · 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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Past Tense of Irregular Verbs · Teacher Script · 10

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that a **plural noun** names **more than one** person, place, or thing.
Most plural nouns add **-s** or **-es**: one baron, many **barons**; one rule, many **rules**. A few change form, like one person, many **people**. The right plural keeps my meaning exact.

SENTENCE WEATHER

Noun (SUN)

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

WHERE IT APPEARS: In a sentence about the Magna Carta, a plural noun names more than one person, place, or thing.

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

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

~2 min

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

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

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

"This week, our editing focus is plural nouns, the standard says: 'edit drafts using standard English conventions, including plural nouns.'"

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

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

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

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

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the plural noun.

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

"The barons wanted fair rules."

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

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

~2 min

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

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

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

"Read this with me: 'The barons wanted fair rules.'"

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

ANSWER KEY: The plural noun is barons; it names more than one person.

CHECK FOR UNDERSTANDING

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

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.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 6 of 36

TEKS (11)(D)(viii) • RPLD Bell Ringer • Slide 3 of 10

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.

Two nouns are offered. Choose the one that names more than one.

"The king had to follow the (rule / rules)."

I CAN I can choose the correct plural noun.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Module 2 • Tuesday

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two nouns are offered. Choose the one that names more than one."

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

"Read this with me: 'The king had to follow the (rule / rules).'"

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

ANSWER KEY: "rules" names more than one, so it is the plural noun.

(11)(D)(viii) · 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, "rules" names more than one, so it is the plural noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 6 of 36

TEKS (11)(D)(viii) • RPLD Bell Ringer • Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Fix the noun so it names more than one.

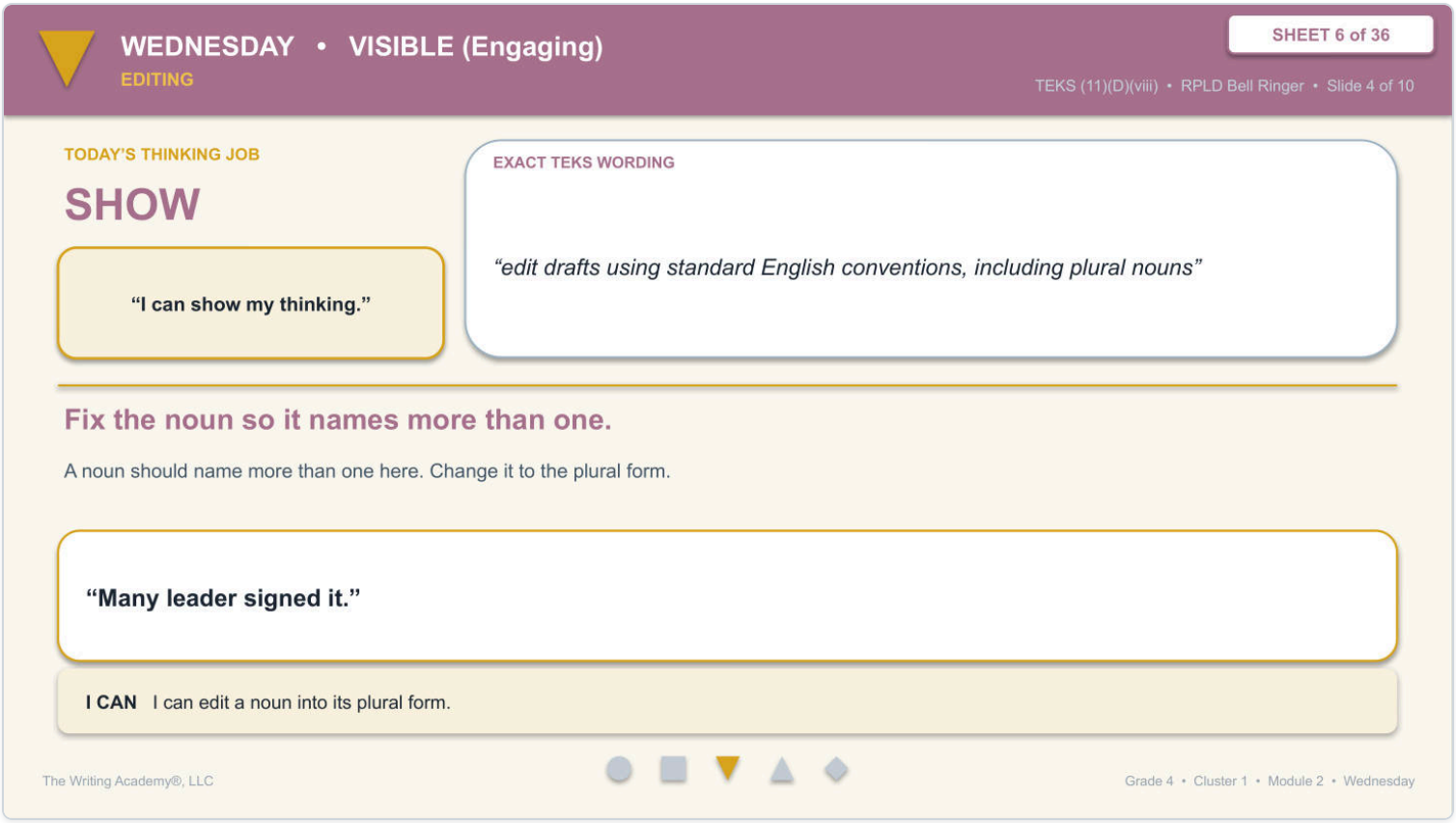
A noun should name more than one here. Change it to the plural form.

"Many leader signed it."

I CAN I can edit a noun into its plural form.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Module 2 • Wednesday



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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A noun should name more than one here. Change it to the plural form."

"Read this with me: 'Many leader signed it.'"

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

ANSWER KEY: "Many leaders signed it." Leaders is the plural form that matches many.

(11)(D)(viii) · 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, "Many leaders signed it." Leaders is the plural form that matches many.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

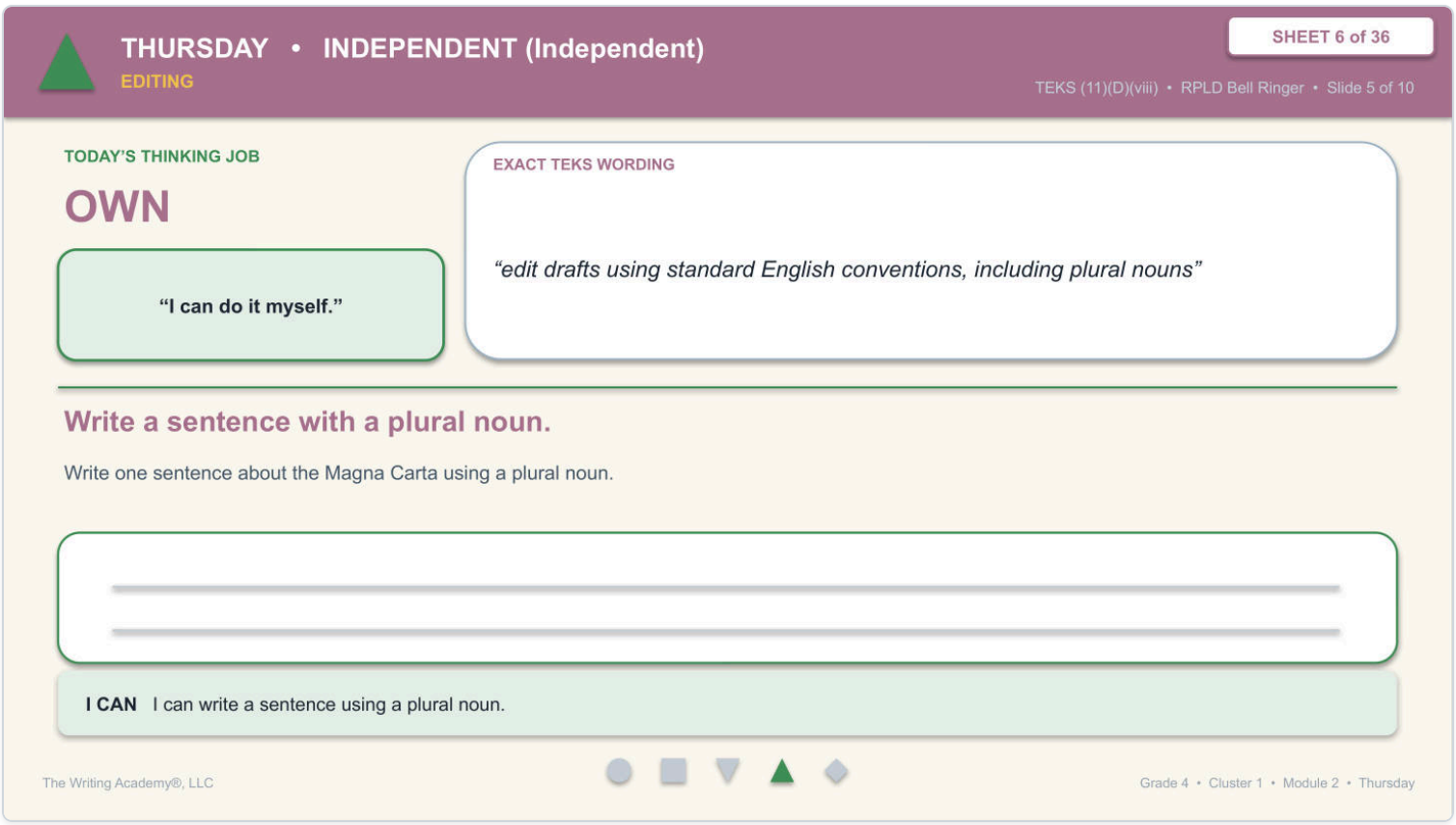
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about the Magna Carta using a plural noun."

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

ANSWER KEY: Sample: "The ideas spread to other countries." Ideas is a plural noun.

(11)(D)(viii) · 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, Sample: "The ideas spread to other countries." Ideas is a plural noun.

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.

FRIDAY • REFLECTIVE (Highly Independent)
EDITING

SHEET 6 of 36

TEKS (11)(D)(viii) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

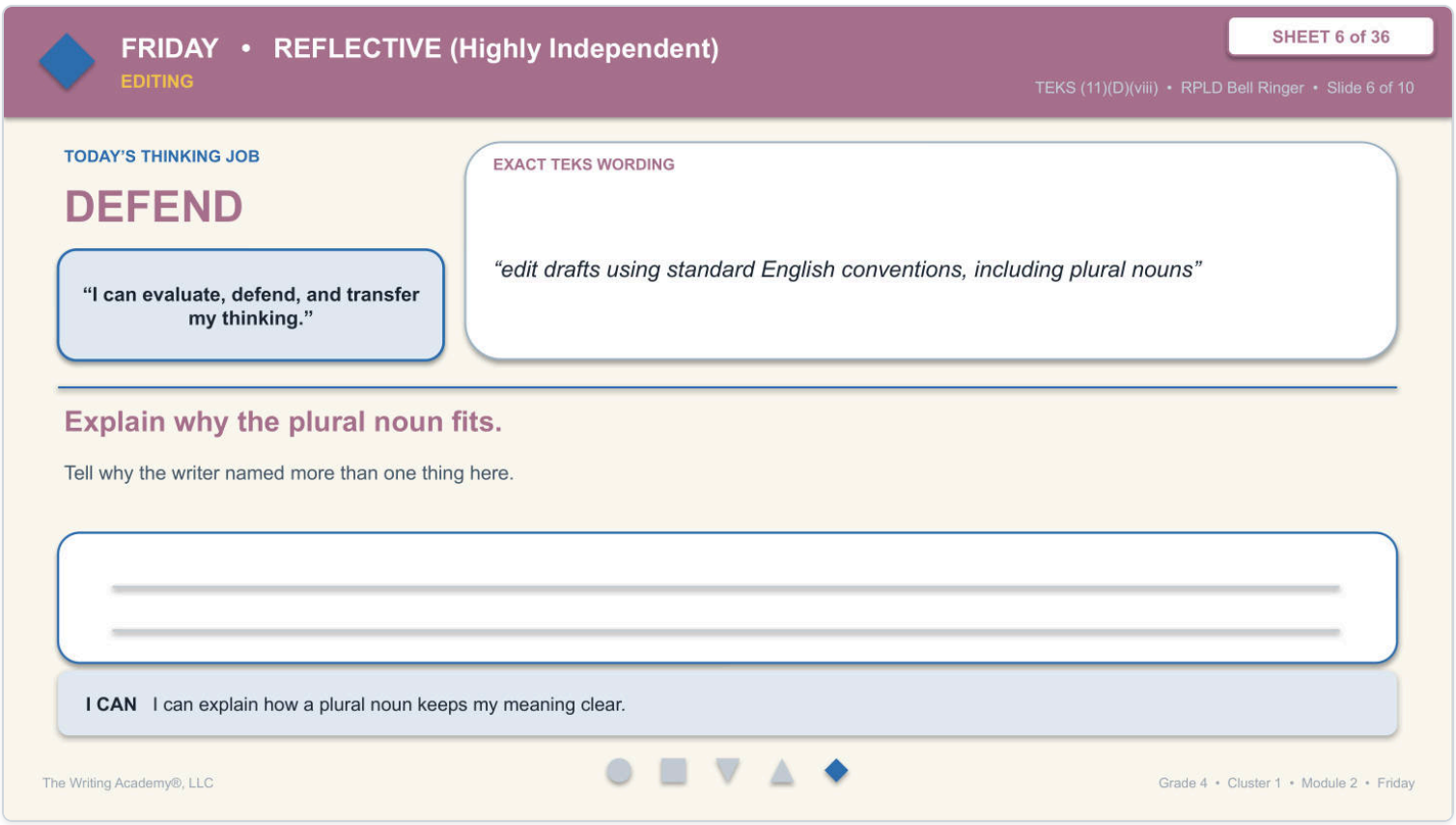
Explain why the plural noun fits.

Tell why the writer named more than one thing here.

I CAN I can explain how a plural noun keeps my meaning clear.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Module 2 • Friday



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

~5 min

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

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

""

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

ANSWER KEY: The writer means more than one, so the plural noun keeps the meaning exact.

(11)(D)(viii) · 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, The writer means more than one, so the plural noun keeps the meaning exact.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(viii) • Plural Nouns

SHEET 6 of 36

Slide 7 of 10

Complete the **plural 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 **plural nouns**	"The **barons** wanted fair rules." *Barons is a plural noun; it names more than one person.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 6 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, Barons is a plural noun; it names more than one person.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(viii) • Plural Nouns

SHEET 6 of 36

Slide 8 of 10

NOTICE Monday	The plural noun is barons; it names more than one person.
CHOOSE Tuesday	“rules” names more than one, so it is the plural noun.
SHOW Wednesday	“Many leaders signed it.” Leaders is the plural form that matches many.
OWN Thursday	Sample: “The ideas spread to other countries.” Ideas is a plural noun.
DEFEND Friday	The writer means more than one, so the plural noun keeps the meaning exact.

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

~3 min

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

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The plural noun is barons; it names more than one person. Emergent, “rules” names more than one, so it is the plural noun. Visible, “Many leaders signed it.” Leaders is the plural form that matches many. Independent, Sample: “The ideas spread to other countries.” Ideas is a plural noun. Reflective, The writer means more than one, so the plural noun keeps the meaning exact.*

ANSWER KEY: The plural noun is barons; it names more than one person. · “rules” names more than one, so it is the plural noun. · “Many leaders signed it.” Leaders is the plural form that matches many. · Sample: “The ideas spread to other countries.” Ideas is a plural noun. · The writer means more than one, so the plural noun keeps the meaning exact.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(viii) • Plural Nouns

SHEET 6 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) Many baron wanted the king to follow the laws.

What change should be made in sentence 1?

A Change baron to barons

B Change king to kings

C Change laws to law

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Many baron wanted the king to follow the laws. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

(11)(D)(viii) · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(viii) • Plural Nouns

Correct answer: A Change baron to barons

WHY THIS IS CORRECT

The word Many names more than one, so the plural noun barons is correct, not baron.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

King names one and is correct. Laws is already a correct plural. There is an error to fix, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change baron to barons. The word Many names more than one, so the plural noun barons is correct, not baron."

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

"King names one and is correct. Laws is already a correct plural. There is an error to fix, so Make no change is wrong."

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

ANSWER KEY: A, Change baron to barons

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that a **proper noun** names a **specific** person, place, or thing, and I **capitalize** it.
Proper nouns always begin with a capital letter: **Magna Carta**, **Runnymede**, **England**, **United States**.
Capitalizing proper nouns shows the reader I mean one specific, named thing.

SENTENCE WEATHER

Proper noun (SMILING SUN)

A noun is a SUN. A proper noun is a SMILING SUN: a specific, named person, place, or thing that is always capitalized.

WHERE IT APPEARS: In a sentence about the Magna Carta, a proper noun names a specific person, place, or thing and is capitalized.

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

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

~2 min

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

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

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

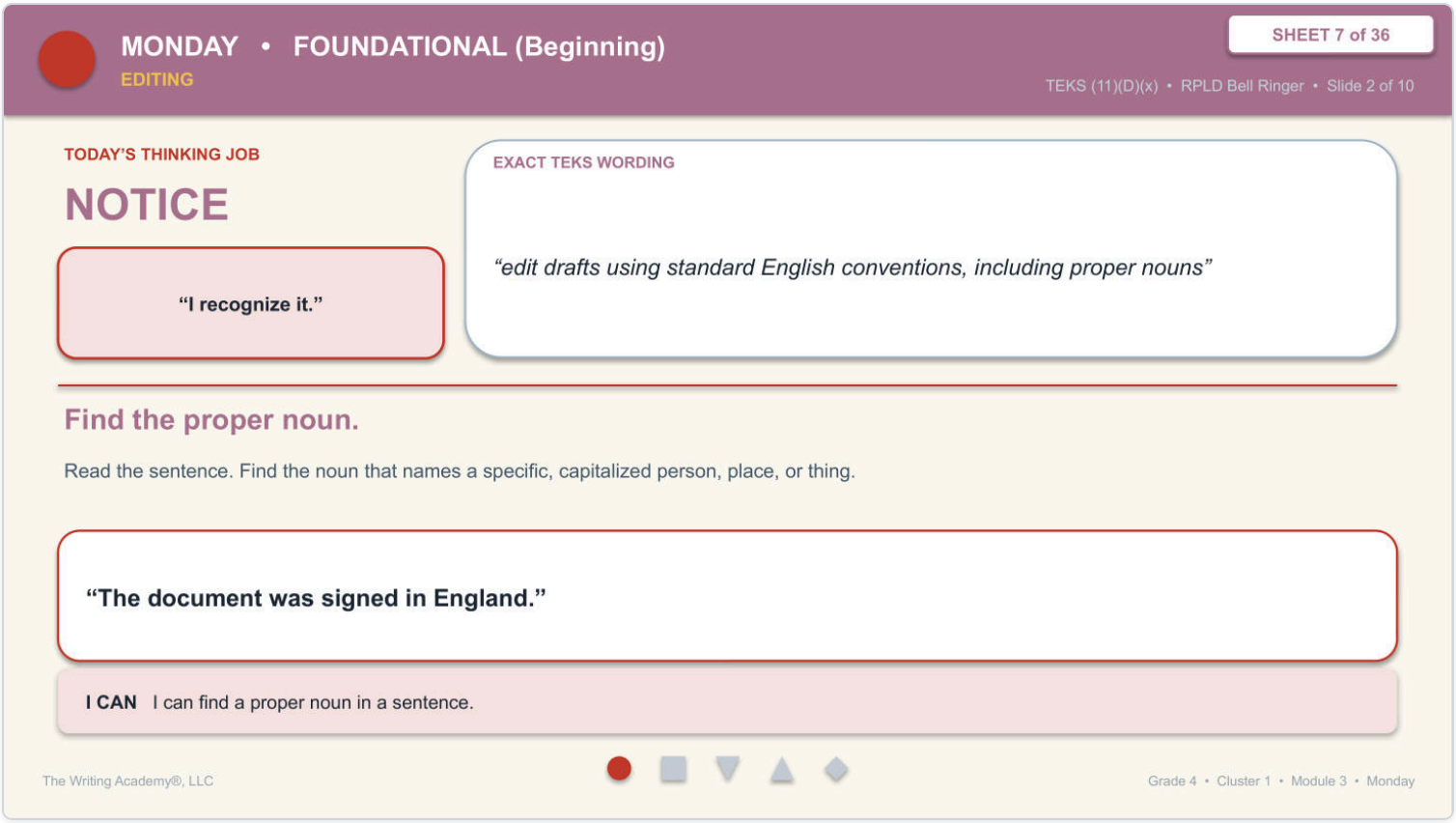
"This week, our editing focus is proper nouns, the standard says: 'edit drafts using standard English conventions, including proper nouns.'"

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

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

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

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



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

~2 min

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

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

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

"Read this with me: 'The document was signed in England.'"

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

ANSWER KEY: The proper noun is England; it names a specific place and is capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The proper noun is England; it names a specific place and is capitalized.

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 proper noun.

Two nouns are offered. Choose the specific, named one.

"The barons met at (a field / Runnymede)."

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

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two nouns are offered. Choose the specific, named one."

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

"Read this with me: 'The barons met at (a field / Runnymede).'"

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

ANSWER KEY: "Runnymede" is the proper noun; a field is a common noun.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Fix the capital letter.

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

"The ideas influenced the united states."

I CAN I can edit a proper noun so it is capitalized.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A proper noun is missing its capital letter. Fix it."

"Read this with me: 'The ideas influenced the united states.'"

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

ANSWER KEY: "The ideas influenced the United States." United States is a specific place, so it is capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The ideas influenced the United States." United States is a specific place, 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

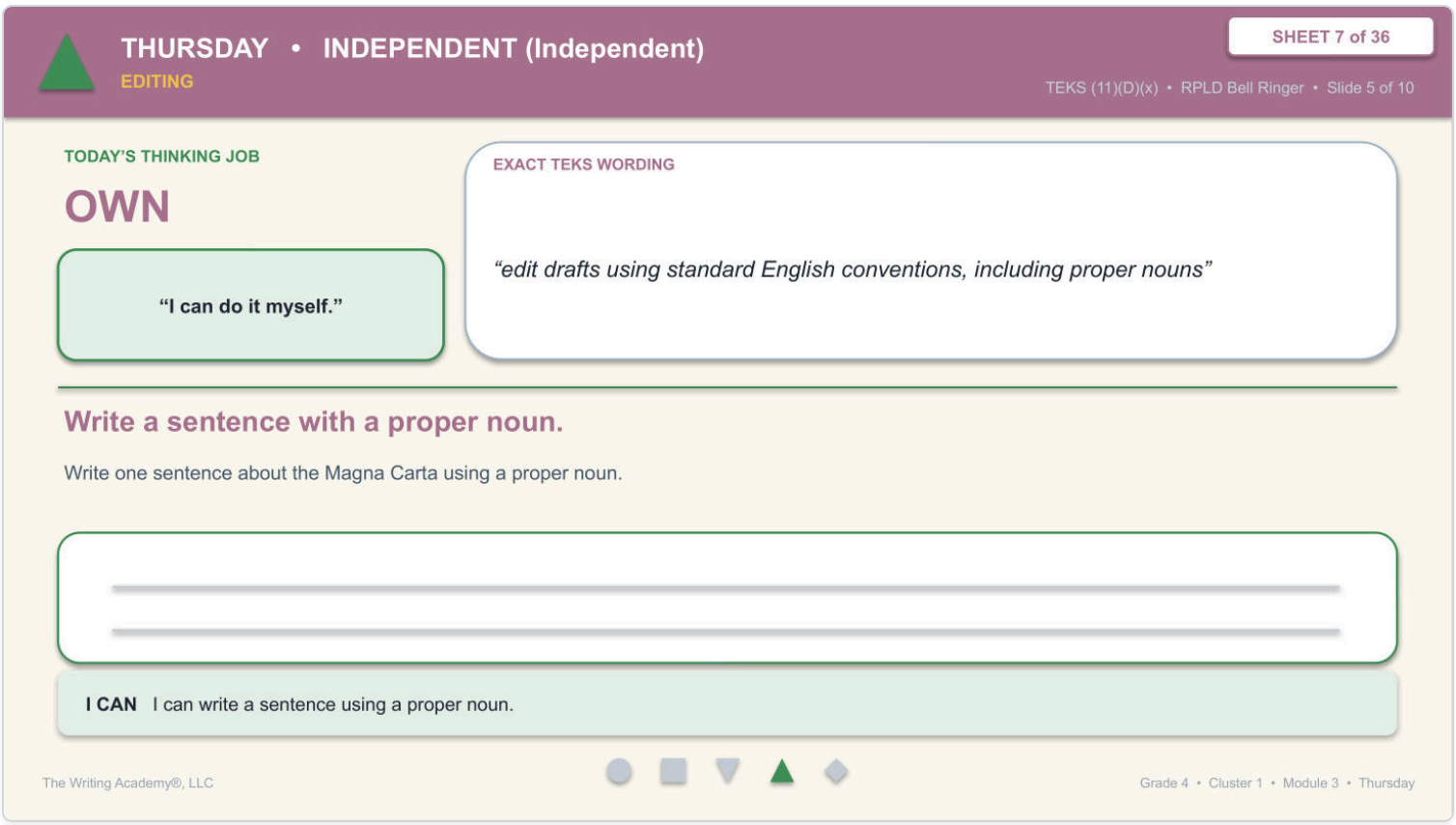
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about the Magna Carta using a proper noun."

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

ANSWER KEY: Sample: "The Magna Carta changed how leaders ruled." Magna Carta is a proper noun.

(11)(D)(x) · 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, Sample: "The Magna Carta changed how leaders ruled." Magna Carta is a proper noun.

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

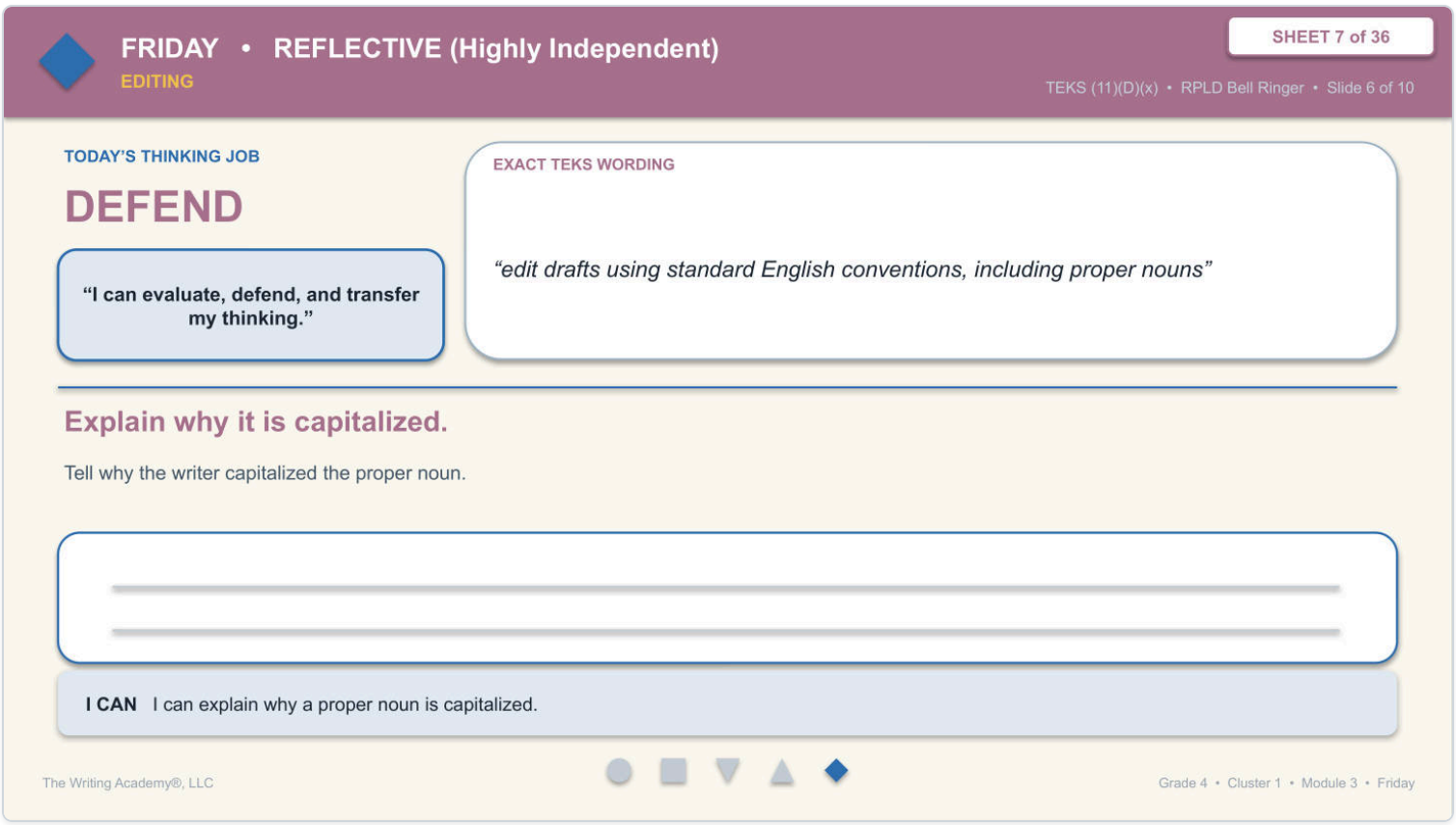
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

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.



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

~5 min

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

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

""

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

ANSWER KEY: It names a specific, named place, so it is a proper noun and must be capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, It names a specific, named place, so it is a proper noun and must be capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(x) • Proper Nouns

SHEET 7 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(x) edit drafts using standard English conventions, including **proper nouns**	"The **Magna Carta** was created in **England**." *Magna Carta and England are proper nouns; they name specific things and are capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 7 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, Magna Carta and England are proper nouns; they name specific things and are capitalized.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(x) • Proper Nouns

SHEET 7 of 36

Slide 8 of 10

NOTICE Monday	The proper noun is England; it names a specific place and is capitalized.
CHOOSE Tuesday	“Runnymede” is the proper noun; a field is a common noun.
SHOW Wednesday	“The ideas influenced the United States.” United States is a specific place, so it is capitalized.
OWN Thursday	Sample: “The Magna Carta changed how leaders ruled.” Magna Carta is a proper noun.
DEFEND Friday	It names a specific, named place, so it is a proper noun and must be capitalized.

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

⏱ ~3 min

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

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The proper noun is England; it names a specific place and is capitalized. Emergent, “Runnymede” is the proper noun; a field is a common noun. Visible, “The ideas influenced the United States.” United States is a specific place, so it is capitalized. Independent, Sample: “The Magna Carta changed how leaders ruled.” Magna Carta is a proper noun. Reflective, It names a specific, named place, so it is a proper noun and must be capitalized.*

ANSWER KEY: The proper noun is England; it names a specific place and is capitalized. · “Runnymede” is the proper noun; a field is a common noun. · “The ideas influenced the United States.” United States is a specific place, so it is capitalized. · Sample: “The Magna Carta changed how leaders ruled.” Magna Carta is a proper noun. · It names a specific, named place, so it is a proper noun and must be capitalized.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(x) • Proper Nouns

SHEET 7 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The famous document was created at runnymede in England.

What change should be made in sentence 1?

A Change runnymede to Runnymede

B Change document to Document

C Change England to england

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The famous document was created at runnymede in England. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(x) • Proper Nouns

SHEET 7 of 36

Slide 10 of 10

Correct answer: A Change runnymede to Runnymede

WHY THIS IS CORRECT

Runnymede is a specific place, a proper noun, so it must be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Document is a common noun and stays lowercase. England is already correctly capitalized. There is an error to fix, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change runnymede to Runnymede. Runnymede is a specific place, a proper noun, so it must be capitalized."

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

"Document is a common noun and stays lowercase. England is already correctly capitalized. There is an error to fix, so Make no change is wrong."

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

ANSWER KEY: A, Change runnymede to Runnymede

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Proper Nouns · Teacher Script · 30

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that words follow correct **spelling patterns** I have learned. Patterns help me spell longer words: the ending **-ment** in **document** and **government**, and the ending **-tion** in **nation**.
Spelling patterns correctly keeps my writing clear and shows I know how longer words are built.

KEY IDEA

Spelling is a **convention**, so it wears no weather symbol.
Grade-level patterns build longer words: **-ment** (document, government), **-tion** (nation).

WHERE IT APPEARS: In a sentence about the Magna Carta, longer words follow grade-appropriate spelling patterns.

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Spelling: Grade-Appropriate 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: grade-appropriate patterns, the standard says: 'edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns.'"

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

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

NOTE: This week: spelling: grade-appropriate patterns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Spelling: Grade-Appropriate Patterns slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 8 of 36

TEKS (11)(D)(xxxiii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the pattern word.

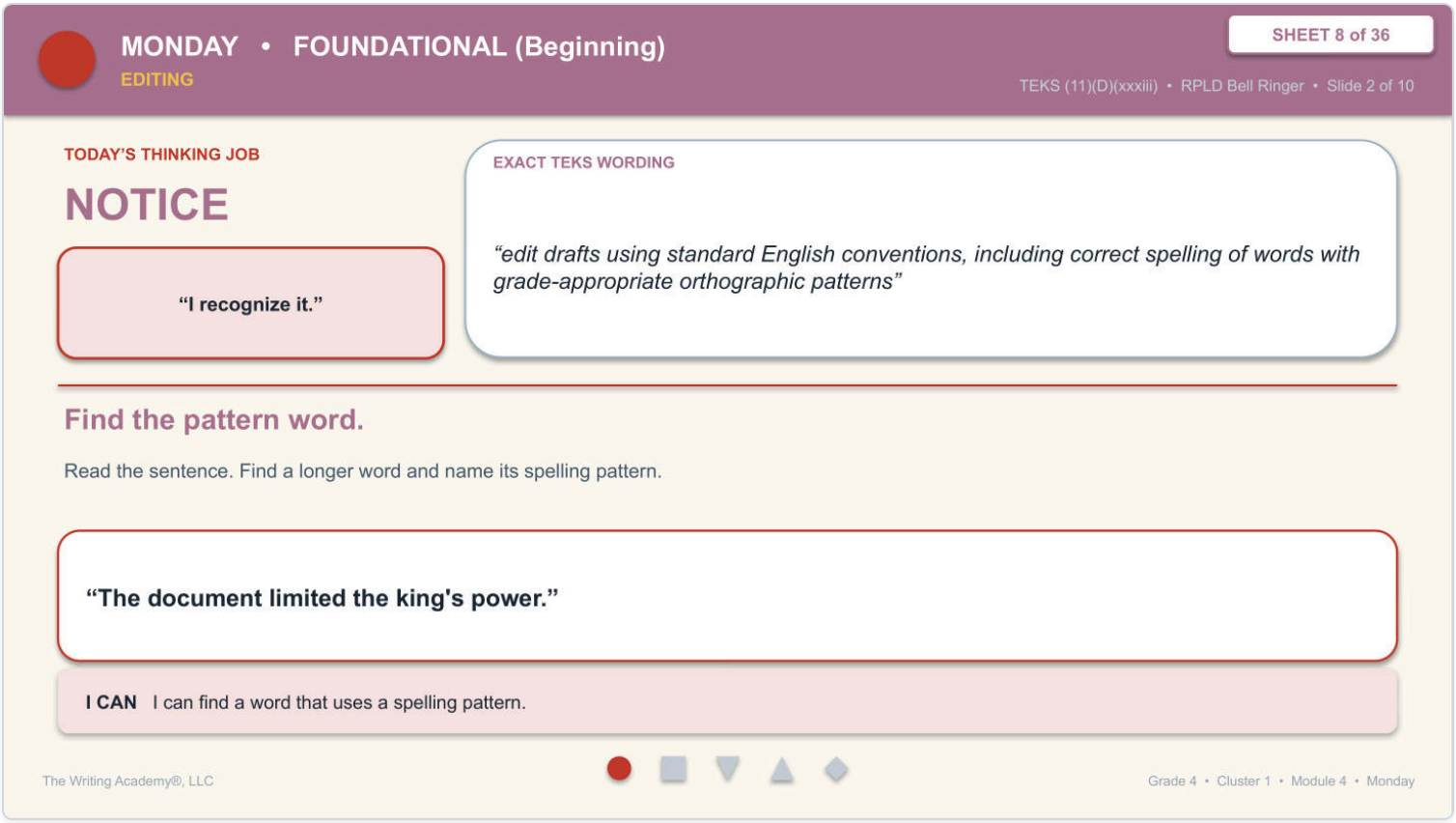
Read the sentence. Find a longer word and name its spelling pattern.

"The document limited the king's power."

I CAN I can find a word that uses a spelling pattern.

The Writing Academy®, LLC

Grade 4 • Cluster 1 • Module 4 • Monday



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

~2 min

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

"Let's warm up our editing eyes. Find the pattern word. Read the sentence. Find a longer word and name its spelling pattern."

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

"Read this with me: 'The document limited the king's power.'"

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

ANSWER KEY: The pattern word is document; it uses the -ment ending.

(11)(D)(xxxiii) · Spelling: Grade-Appropriate Patterns · 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 pattern word is document; it uses the -ment ending.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling: grade-appropriate patterns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling: grade-appropriate 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 8 of 36

TEKS (11)(D)(xxxiii) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the correct spelling.

Two spellings are offered. Choose the one that follows the pattern.

"The ideas shaped the (goverment / government)."

I CAN I can choose the correct spelling of a pattern word.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the one that follows the pattern."

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

"Read this with me: 'The ideas shaped the (goverment / government).'"

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

ANSWER KEY: "government" is the correct spelling of the -ment pattern word.

(11)(D)(xxxiii) · Spelling: Grade-Appropriate Patterns · 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, "government" is the correct spelling of the -ment pattern word.

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

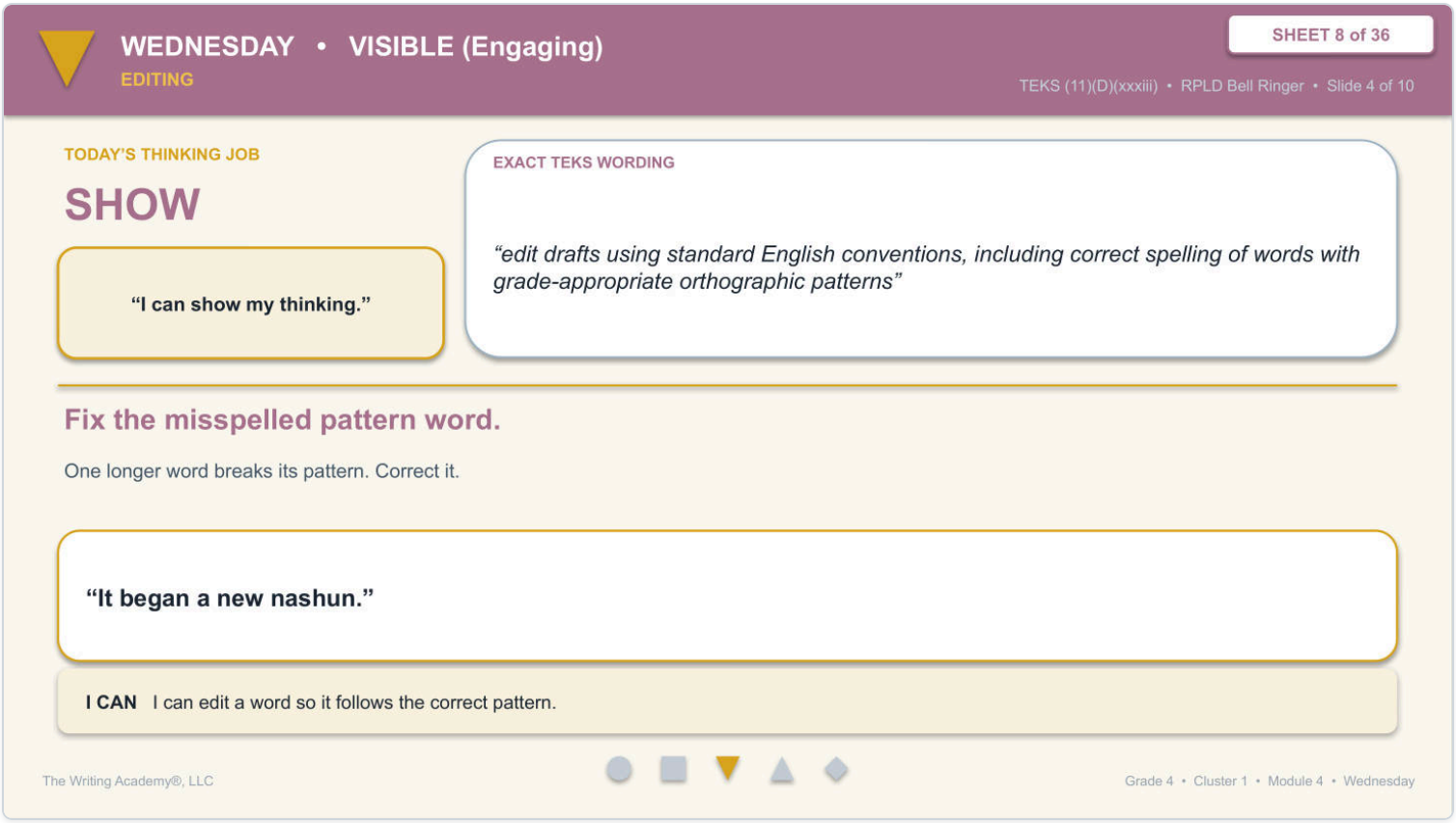
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

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?"



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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. One longer word breaks its pattern. Correct it."

"Read this with me: 'It began a new nashun.'"

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

ANSWER KEY: "It began a new nation." Nation uses the -tion pattern spelled correctly.

(11)(D)(xxxiii) · Spelling: Grade-Appropriate Patterns · 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, "It began a new nation." Nation uses the -tion pattern spelled correctly.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

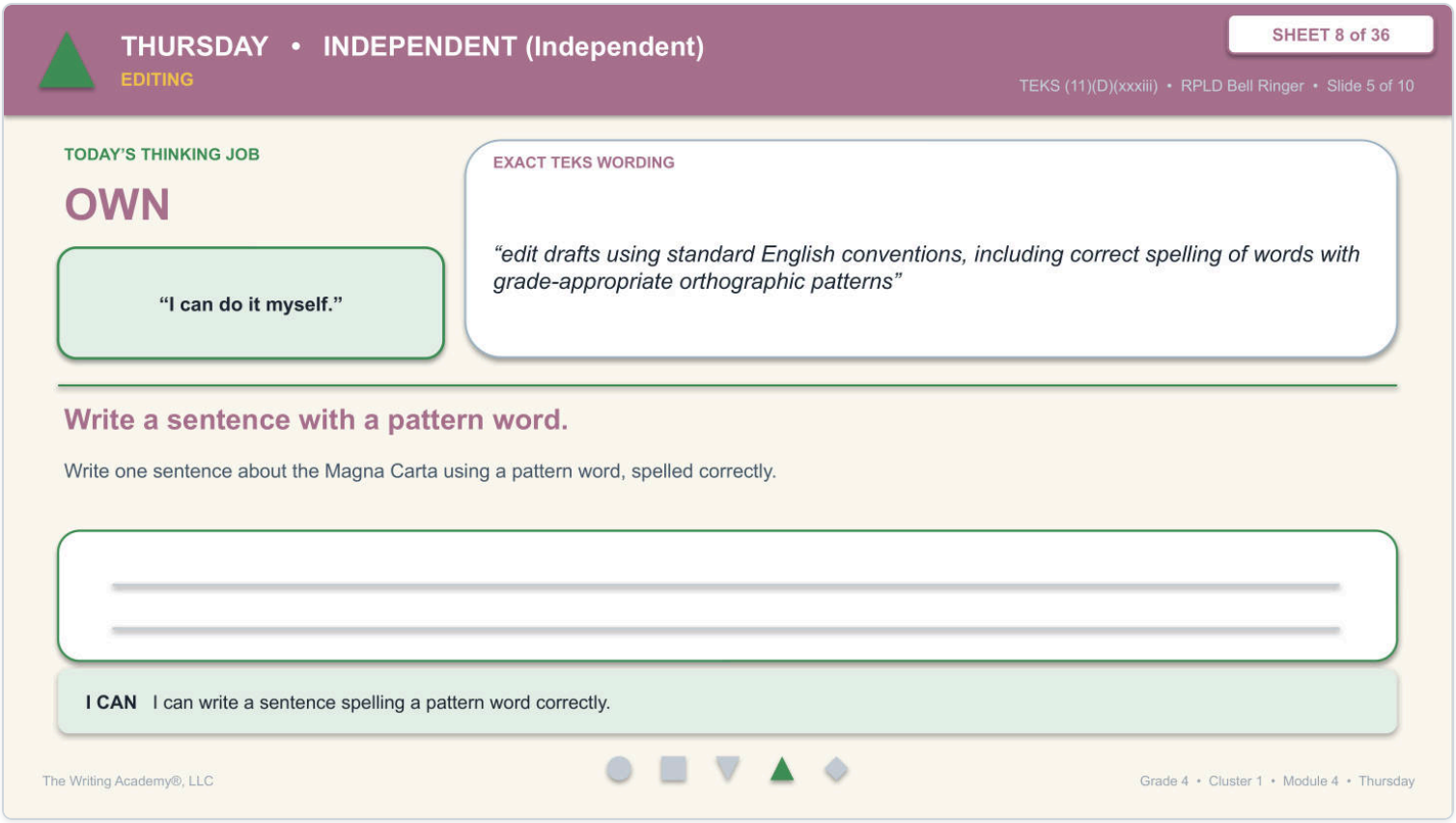
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about the Magna Carta using a pattern word, 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: Sample: "The agreement protected the people." Agreement uses the -ment pattern.

(11)(D)(xxxiii) · Spelling: Grade-Appropriate Patterns · 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, Sample: "The agreement protected the people." Agreement uses the -ment pattern.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

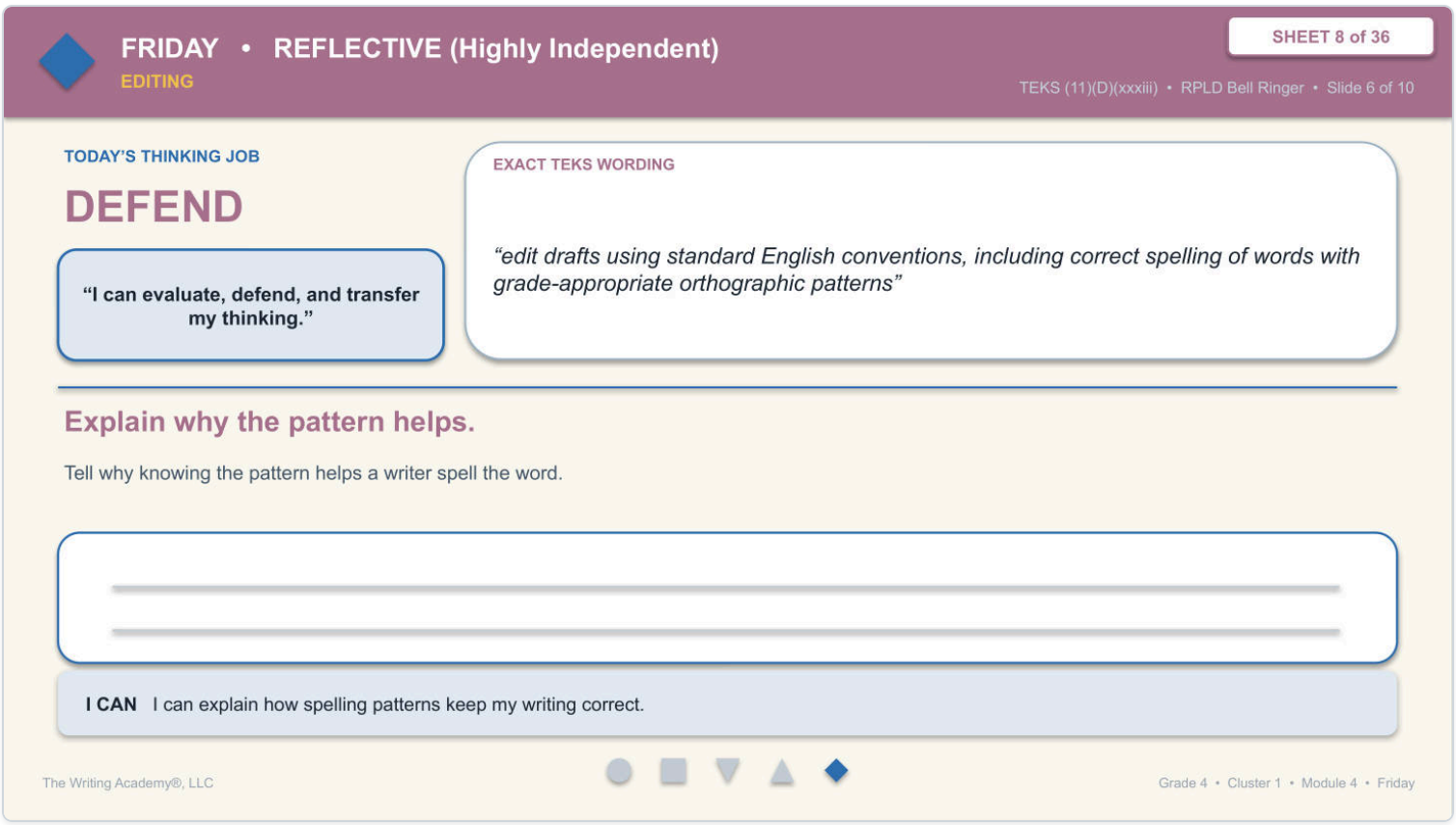
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

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

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

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



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

~5 min

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

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

""

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

ANSWER KEY: The ending is spelled the same in many words, so the pattern makes the word easy to spell.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The ending is spelled the same in many words, so the pattern makes the word easy to spell.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Spelling: Grade-Appropriate Patterns · Teacher Script · 36

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxxiii) • Spelling: Grade-Appropriate Patterns

SHEET 8 of 36

Slide 7 of 10

Complete the **spelling with grade-appropriate patterns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxxiii) edit drafts using standard English conventions, including **correct spelling of words with grade-appropriate orthographic patterns**	"The **document** limited the king's power." *Document uses the -ment pattern and is spelled correctly.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 8 of 36, and complete the (11)(D)(xxxiii) 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, Document uses the -ment pattern and is spelled correctly.

(11)(D)(xxxiii) · Spelling: Grade-Appropriate Patterns · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxxiii) • Spelling: Grade-Appropriate Patterns

SHEET 8 of 36

Slide 8 of 10

NOTICE Monday	The pattern word is document; it uses the -ment ending.
CHOOSE Tuesday	“government” is the correct spelling of the -ment pattern word.
SHOW Wednesday	“It began a new nation.” Nation uses the -tion pattern spelled correctly.
OWN Thursday	Sample: “The agreement protected the people.” Agreement uses the -ment pattern.
DEFEND Friday	The ending is spelled the same in many words, so the pattern makes the word easy to spell.

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 pattern word is document; it uses the -ment ending. Emergent, “government” is the correct spelling of the -ment pattern word. Visible, “It began a new nation.” Nation uses the -tion pattern spelled correctly. Independent, Sample: “The agreement protected the people.” Agreement uses the -ment pattern. Reflective, The ending is spelled the same in many words, so the pattern makes the word easy to spell.*

ANSWER KEY: The pattern word is document; it uses the -ment ending. · “government” is the correct spelling of the -ment pattern word. · “It began a new nation.” Nation uses the -tion pattern spelled correctly. · Sample: “The agreement protected the people.” Agreement uses the -ment pattern. · The ending is spelled the same in many words, so the pattern makes the word easy to spell.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Spelling: Grade-Appropriate Patterns · Teacher Script · 38

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxxiii) • Spelling: Grade-Appropriate Patterns

SHEET 8 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The ideas from long ago shaped our goverment.

Sentence 1 is written incorrectly. What change should be made?

A Change goverment to government

B Change ideas to idea

C Change shaped to shapes

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The ideas from long ago shaped our goverment. Now, sentence 1 is written incorrectly. What change should be made?"

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

NOTE: Revealed on the next slide.

(11)(D)(xxxiii) · Spelling: Grade-Appropriate Patterns · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxxiii) • Spelling: Grade-Appropriate Patterns

SHEET 8 of 36

Slide 10 of 10

Correct answer: A Change goverment to government

WHY THIS IS CORRECT

The -ment pattern word is spelled government, not goverment; it needs the n before -ment.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Ideas is a correct plural. Shaped is the correct past tense. There is a spelling error, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change goverment to government. The -ment pattern word is spelled government, not goverment; it needs the n before -ment."

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

"Ideas is a correct plural. Shaped is the correct past tense. There is a spelling error, so Make no change is wrong."

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

ANSWER KEY: A, Change goverment to government

(11)(D)(xxxiii) · Spelling: Grade-Appropriate Patterns · 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.

EDITING PART TWO

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 edit, I use a **comparative adjective** to compare **two** things.
Most comparatives add **-er**, or use **more** for longer words: **cleaner**, **larger**, **more useful**.
I never use both at once. It is **cleaner**, not more cleaner. The right form makes my comparison clear.

SENTENCE WEATHER

Adjective (STAR)

An adjective is a STAR because it makes a noun shine. A comparative adjective compares two things with -er or more.

WHERE IT APPEARS: In a sentence about energy resources, a comparative adjective compares two of them.

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Comparative Adjectives

~2 min

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

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

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

"This week, our editing focus is comparative adjectives, the standard says: 'edit drafts using standard English conventions, including 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."

NOTE: This week: comparative adjectives, see the standard and the five-day roadmap above.

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

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 9 of 36

TEKS (11)(D)(xi) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the comparative adjective.

Read the sentence. Find the adjective that compares two things.

"Renewable energy is cleaner than coal."

I CAN I can find a comparative adjective in a sentence.

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

~2 min

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

"Let's warm up our editing eyes. Find the comparative adjective. Read the sentence. Find the adjective that compares two things."

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

"Read this with me: 'Renewable energy is cleaner than coal.'"

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

ANSWER KEY: The comparative adjective is cleaner; it compares two resources.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The comparative adjective is cleaner; it compares two resources.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Comparative Adjectives · Teacher Script · 2

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.

Two forms are offered. Choose the correct comparative.

"Solar power is (safer / more safer) than coal."

I CAN I can choose the correct comparative adjective.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the correct comparative."

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

"Read this with me: 'Solar power is (safer / more safer) than coal.'"

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

ANSWER KEY: "safer" is correct; more safer uses two comparatives at once.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "safer" is correct; more safer uses two comparatives at once.

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"

Fix the comparative.

A comparative uses both -er and more. Fix it so it uses only one.

"Wind is more cleaner than gas."

I CAN I can edit a comparative adjective into its correct form.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A comparative uses both -er and more. Fix it so it uses only one."

"Read this with me: 'Wind is more cleaner than gas.'"

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

ANSWER KEY: "Wind is cleaner than gas." Cleaner uses -er only, not more.

(11)(D)(xi) · Comparative Adjectives · 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, "Wind is cleaner than gas." Cleaner uses -er only, not more.

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.

THURSDAY • INDEPENDENT (Independent)
EDITING

SHEET 9 of 36

TEKS (11)(D)(xi) • RPLD Bell Ringer • Slide 5 of 10

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"

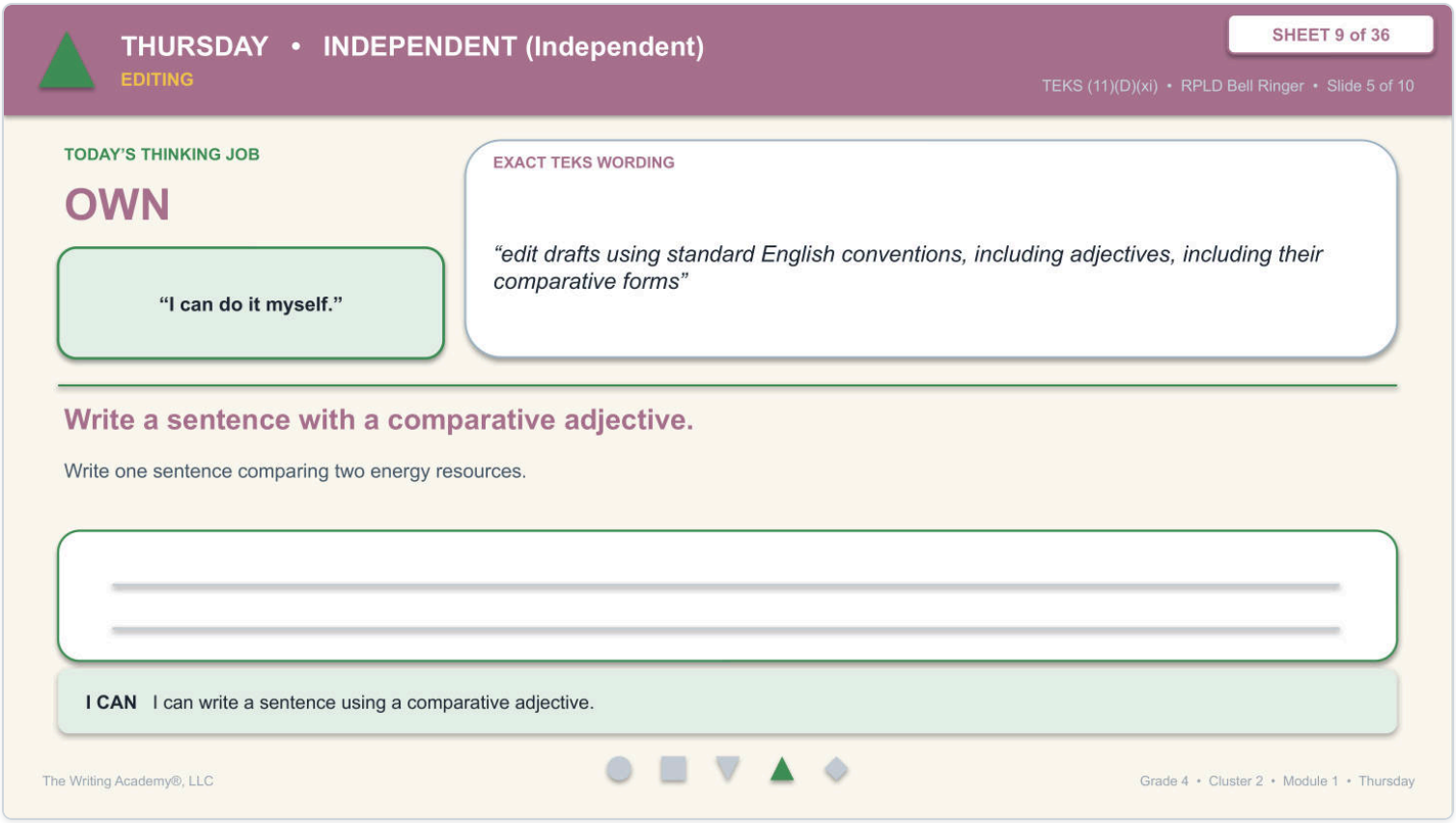
Write a sentence with a comparative adjective.

Write one sentence comparing two energy resources.

I CAN I can write a sentence using a comparative adjective.

The Writing Academy®, LLC

Grade 4 • Cluster 2 • Module 1 • Thursday



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

~4 min

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

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

"Read this one: Write one sentence comparing two energy resources."

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

ANSWER KEY: Sample: "Renewable energy is safer for the environment." Safer is a comparative adjective.

(11)(D)(xi) · Comparative Adjectives · 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, Sample: "Renewable energy is safer for the environment." Safer is a comparative adjective.

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"

Explain why the comparative fits.

Tell why the writer used a comparative adjective here.

I CAN I can explain how a comparative adjective makes a comparison clear.

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

~5 min

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

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

""

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

ANSWER KEY: The sentence compares two resources, so the comparative form shows which has more of a quality.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The sentence compares two resources, so the comparative form shows which has more of a quality.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xi) • Comparative Adjectives

SHEET 9 of 36

Slide 7 of 10

Complete the **comparative 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 comparative forms**	"Renewable energy is **cleaner** than coal." *Cleaner is a comparative adjective; it compares two resources with -er.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 9 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, Cleaner is a comparative adjective; it compares two resources with -er.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Comparative Adjectives · Teacher Script · 7

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xi) • Comparative Adjectives

SHEET 9 of 36

Slide 8 of 10

NOTICE Monday	The comparative adjective is cleaner; it compares two resources.
CHOOSE Tuesday	“safer” is correct; more safer uses two comparatives at once.
SHOW Wednesday	“Wind is cleaner than gas.” Cleaner uses -er only, not more.
OWN Thursday	Sample: “Renewable energy is safer for the environment.” Safer is a comparative adjective.
DEFEND Friday	The sentence compares two resources, so the comparative form shows which has more of a quality.

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

~3 min

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

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The comparative adjective is cleaner; it compares two resources. Emergent, “safer” is correct; more safer uses two comparatives at once. Visible, “Wind is cleaner than gas.” Cleaner uses -er only, not more. Independent, Sample: “Renewable energy is safer for the environment.” Safer is a comparative adjective. Reflective, The sentence compares two resources, so the comparative form shows which has more of a quality.*

ANSWER KEY: The comparative adjective is cleaner; it compares two resources. · “safer” is correct; more safer uses two comparatives at once. · “Wind is cleaner than gas.” Cleaner uses -er only, not more. · Sample: “Renewable energy is safer for the environment.” Safer is a comparative adjective. · The sentence compares two resources, so the comparative form shows which has more of a quality.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xi) • Comparative Adjectives

Read this part of a student's draft.

(1) Renewable energy is more cleaner than coal.

What change should be made in sentence 1?

A Change more cleaner to cleaner

B Change coal to Coal

C Change energy to energies

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Renewable energy is more cleaner than coal. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xi) • Comparative Adjectives

Correct answer: A Change more cleaner to cleaner

WHY THIS IS CORRECT

A comparative uses either -er or more, not both, so cleaner is correct, not more cleaner.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Coal is a common noun and stays lowercase. Energy is correct as written. There is an error to fix, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change more cleaner to cleaner. A comparative uses either -er or more, not both, so cleaner is correct, not more cleaner."

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

"Coal is a common noun and stays lowercase. Energy is correct as written. There is an error to fix, so Make no change is wrong."

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

ANSWER KEY: A, Change more cleaner to cleaner

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Comparative Adjectives · Teacher Script · 10

EDITING PART TWO

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 edit, I use a **superlative adjective** to compare **three or more** things. Most superlatives add **-est**, or use **most** for longer words: **cleanest**, **largest**, **most useful**.
Words like **of all** signal the superlative. The right form shows which one is at the very top.

SENTENCE WEATHER

Adjective (STAR)

An adjective is a STAR. A superlative adjective compares three or more things with -est or most.

WHERE IT APPEARS: In a sentence about energy resources, a superlative adjective names the one that is most of all.

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Superlative Adjectives

~2 min

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

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

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

"This week, our editing focus is superlative adjectives, the standard says: 'edit drafts using standard English conventions, including 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."

NOTE: This week: superlative adjectives, see the standard and the five-day roadmap above.

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

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 10 of 36

TEKS (11)(D)(xii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the superlative adjective.

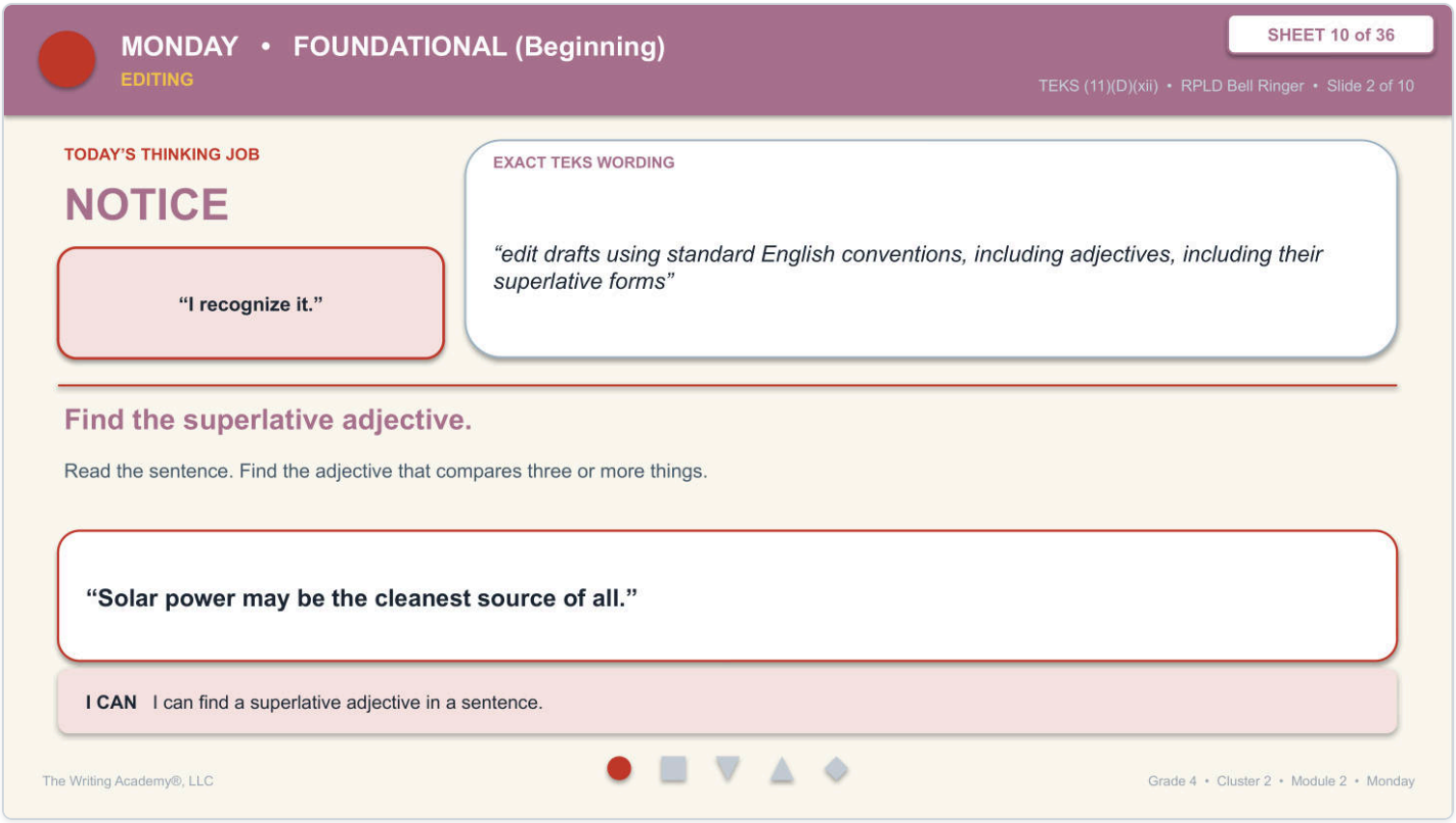
Read the sentence. Find the adjective that compares three or more things.

"Solar power may be the cleanest source of all."

I CAN I can find a superlative adjective in a sentence.

The Writing Academy®, LLC

Grade 4 • Cluster 2 • Module 2 • Monday



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

~2 min

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

"Let's warm up our editing eyes. Find the superlative adjective. Read the sentence. Find the adjective that compares three or more things."

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

"Read this with me: 'Solar power may be the cleanest source of all.'"

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

ANSWER KEY: The superlative adjective is cleanest; it compares three or more sources.

(11)(D)(xii) · Superlative Adjectives · 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 superlative adjective is cleanest; it compares three or more sources.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the superlative form.

Two forms are offered. Choose the correct superlative.

"Coal gives the (largest / most largest) supply of all."

I CAN I can choose the correct superlative adjective.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the correct superlative."

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

"Read this with me: 'Coal gives the (largest / most largest) supply of all.'"

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

ANSWER KEY: "largest" is correct; most largest uses two superlatives at once.

(11)(D)(xii) · Superlative Adjectives · 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, "largest" is correct; most largest uses two superlatives at once.

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"

Fix the superlative.

A comparative form is used where a superlative is needed. Fix it.

"Coal gives the larger supply of all."

I CAN I can edit an adjective into its superlative form.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A comparative form is used where a superlative is needed. Fix it."

"Read this with me: 'Coal gives the larger supply of all.'"

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

ANSWER KEY: "Coal gives the largest supply of all." Of all signals the superlative largest.

(11)(D)(xii) · Superlative Adjectives · 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, "Coal gives the largest supply of all." Of all signals the superlative largest.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

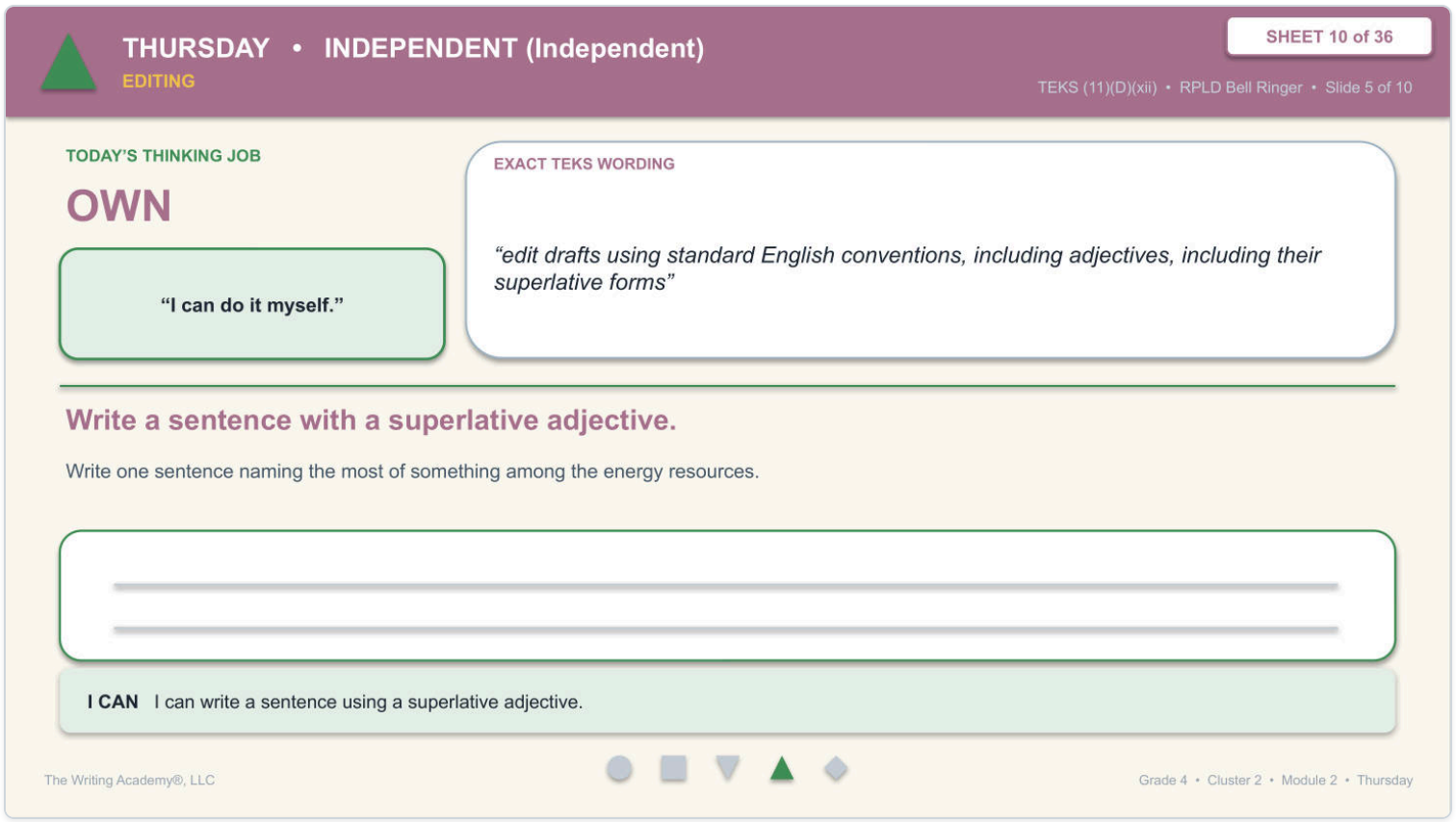
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence naming the most of something among the energy resources."

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

ANSWER KEY: Sample: "Solar power is the cleanest choice of all." Cleanest is a superlative adjective.

(11)(D)(xii) · Superlative Adjectives · 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, Sample: "Solar power is the cleanest choice of all." Cleanest is a superlative adjective.

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"

Explain why the superlative fits.

Tell why the writer used a superlative adjective here.

I CAN I can explain how a superlative adjective shows the most of all.

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

~5 min

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

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

""

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

ANSWER KEY: The words of all compare more than two, so the superlative shows which is at the very top.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The words of all compare more than two, so the superlative shows which is at the very top.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xii) • Superlative Adjectives

SHEET 10 of 36

Slide 7 of 10

Complete the **superlative adjectives** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xii) edit drafts using standard English conventions, including **adjectives, including their superlative forms**	"Solar power may be the **cleanest** source of all." *Cleanest is a superlative adjective; of all compares more than two.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 10 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, Cleanest is a superlative adjective; of all compares more than two.

(11)(D)(xii) · Superlative Adjectives · 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)

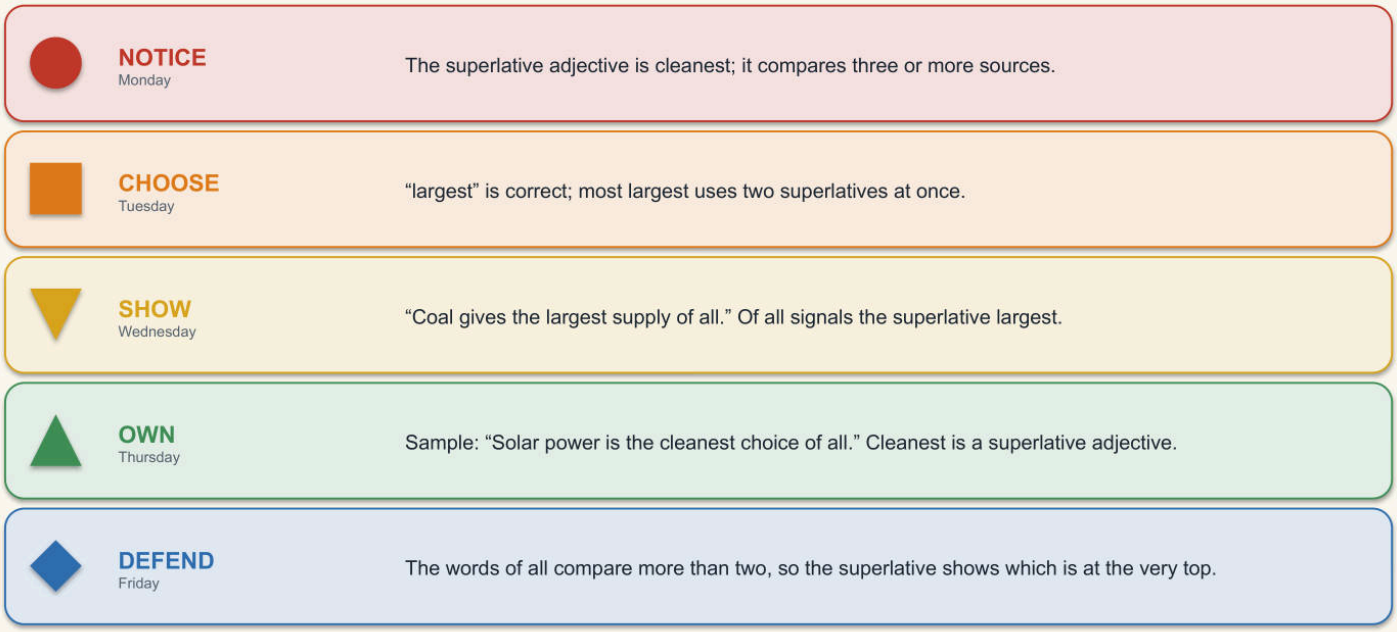
For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xii) • Superlative Adjectives

SHEET 10 of 36

Slide 8 of 10



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

~3 min

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

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The superlative adjective is cleanest; it compares three or more sources. Emergent, “largest” is correct; most largest uses two superlatives at once. Visible, “Coal gives the largest supply of all.” Of all signals the superlative largest. Independent, Sample: “Solar power is the cleanest choice of all.” Cleanest is a superlative adjective. Reflective, The words of all compare more than two, so the superlative shows which is at the very top.*

ANSWER KEY: The superlative adjective is cleanest; it compares three or more sources. · “largest” is correct; most largest uses two superlatives at once. · “Coal gives the largest supply of all.” Of all signals the superlative largest. · Sample: “Solar power is the cleanest choice of all.” Cleanest is a superlative adjective. · The words of all compare more than two, so the superlative shows which is at the very top.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xii) • Superlative Adjectives

SHEET 10 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) Coal provides the larger supply of all the resources.

What change should be made in sentence 1?

A Change larger to largest

B Change supply to supplies

C Change resources to resource

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Coal provides the larger supply of all the resources. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xii) • Superlative Adjectives

SHEET 10 of 36

Slide 10 of 10

Correct answer: A Change larger to largest

WHY THIS IS CORRECT

The words of all compare more than two, so the superlative largest is needed, not the comparative larger.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Supply is correct as written. Resources is a correct plural. There is an error to fix, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change larger to largest. The words of all compare more than two, so the superlative largest is needed, not the comparative larger."

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

"Supply is correct as written. Resources is a correct plural. There is an error to fix, so Make no change is wrong."

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

ANSWER KEY: A, Change larger to largest

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including adverbs that convey frequency"

WHAT DOES THIS MEAN TO ME?

When I edit, I use an **adverb of frequency** to tell **how often** something happens. These adverbs answer how often: **always**, **usually**, **often**, **sometimes**, **rarely**, **never**.
Choosing the right frequency adverb makes my meaning true and exact for the reader.

SENTENCE WEATHER

Adverb (TWO RAINDROPS)

An adverb is shown by TWO RAINDROPS because it adds to the verb. A frequency adverb tells how often the action happens.

WHERE IT APPEARS: In a sentence about energy resources, an adverb of frequency tells how often something happens.

This deck teaches **Adverbs of Frequency** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Adverbs of Frequency

~2 min

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

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

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

"This week, our editing focus is adverbs of frequency, the standard says: 'edit drafts using standard English conventions, including adverbs that convey frequency.'"

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

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

NOTE: This week: adverbs of frequency, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Adverbs of Frequency slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 11 of 36

TEKS (11)(D)(xiii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey frequency"

Find the adverb of frequency.

Read the sentence. Find the adverb that tells how often.

"Renewable resources often cause less damage."

I CAN I can find an adverb of frequency in a sentence.

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

~2 min

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

"Let's warm up our editing eyes. Find the adverb of frequency. Read the sentence. Find the adverb that tells how often."

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

"Read this with me: 'Renewable resources often cause less damage.'"

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

ANSWER KEY: The frequency adverb is often; it tells how often the resources cause less damage.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The frequency adverb is often; it tells how often the resources cause less damage.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when adverbs of frequency 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 11 of 36

TEKS (11)(D)(xiii) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey frequency"

Choose the frequency adverb.

Two adverbs are offered. Choose the one whose meaning is true.

"Renewable resources can be used again, so they (always / never) run out."

I CAN I can choose the frequency adverb that fits the meaning.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two adverbs are offered. Choose the one whose meaning is true."

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

"Read this with me: 'Renewable resources can be used again, so they (always / never) run out.'"

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

ANSWER KEY: "never" is correct because renewable resources can be used again and do not run out.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "never" is correct because renewable resources can be used again and do not run 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 adverbs that convey frequency"

Fix the frequency adverb.

The frequency adverb does not match the meaning. Change it so the sentence is true.

"Renewable resources always run out."

I CAN I can edit a frequency adverb so the meaning is correct.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The frequency adverb does not match the meaning. Change it so the sentence is true."

"Read this with me: 'Renewable resources always run out.'"

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

ANSWER KEY: "Renewable resources never run out." Never matches the true meaning.

(11)(D)(xiii) · Adverbs of Frequency · 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, "Renewable resources never run out." Never matches the true meaning.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

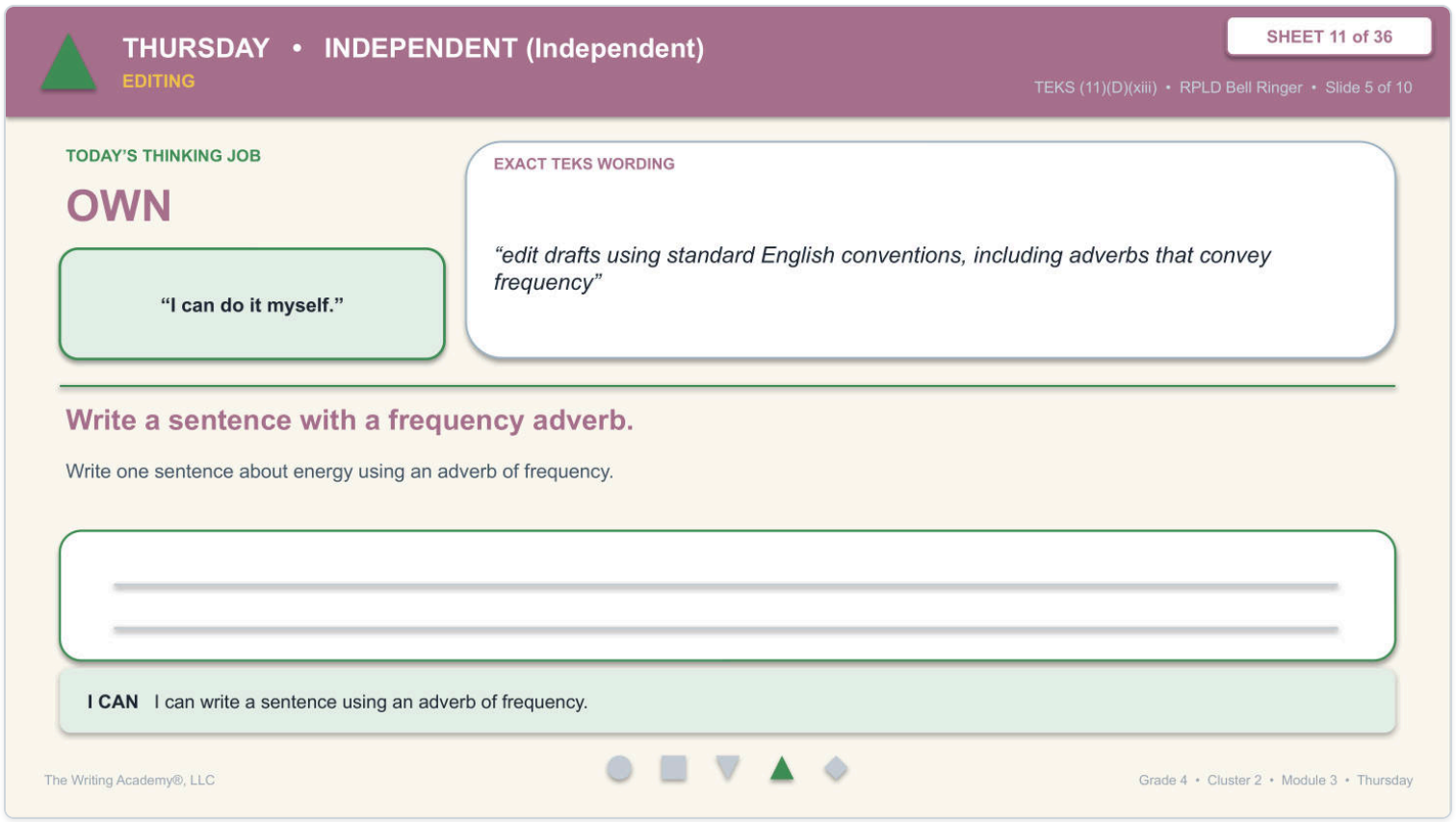
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about energy using an adverb of frequency."

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

ANSWER KEY: Sample: "Nonrenewable resources usually cause more pollution." Usually is a frequency adverb.

(11)(D)(xiii) · Adverbs of Frequency · 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, Sample: "Nonrenewable resources usually cause more pollution." Usually is a frequency adverb.

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 frequency"

Explain why the frequency adverb fits.

Tell why the writer chose that frequency adverb.

I CAN I can explain how a frequency adverb makes my meaning true.

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

~5 min

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

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

""

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

ANSWER KEY: Renewable resources can be replaced, so never correctly tells how often they run out.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Renewable resources can be replaced, so never correctly tells how often they run out.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xiii) • Adverbs of Frequency

SHEET 11 of 36

Slide 7 of 10

Complete the **adverbs that convey frequency** 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 frequency**	"Renewable resources **often** cause less damage." *Often is an adverb of frequency; it tells how often the action happens.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 11 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, Often is an adverb of frequency; it tells how often the action happens.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xiii) • Adverbs of Frequency

SHEET 11 of 36

Slide 8 of 10

NOTICE Monday	The frequency adverb is often; it tells how often the resources cause less damage.
CHOOSE Tuesday	“never” is correct because renewable resources can be used again and do not run out.
SHOW Wednesday	“Renewable resources never run out.” Never matches the true meaning.
OWN Thursday	Sample: “Nonrenewable resources usually cause more pollution.” Usually is a frequency adverb.
DEFEND Friday	Renewable resources can be replaced, so never correctly tells how often they run out.

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 frequency adverb is often; it tells how often the resources cause less damage. Emergent, “never” is correct because renewable resources can be used again and do not run out. Visible, “Renewable resources never run out.” Never matches the true meaning. Independent, Sample: “Nonrenewable resources usually cause more pollution.” Usually is a frequency adverb. Reflective, Renewable resources can be replaced, so never correctly tells how often they run out.*

ANSWER KEY: The frequency adverb is often; it tells how often the resources cause less damage. · “never” is correct because renewable resources can be used again and do not run out. · “Renewable resources never run out.” Never matches the true meaning. · Sample: “Nonrenewable resources usually cause more pollution.” Usually is a frequency adverb. · Renewable resources can be replaced, so never correctly tells how often they run out.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xiii) • Adverbs of Frequency

Read this part of a student's draft.

(1) Renewable resources can be used again, so they always run out.

What change should be made in sentence 1?

A Change always to never

B Change resources to resource

C Change again to against

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Renewable resources can be used again, so they always run out. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xiii) • Adverbs of Frequency

SHEET 11 of 36

Slide 10 of 10

Correct answer: A Change always to never

WHY THIS IS CORRECT

Renewable resources can be used again and do not run out, so the frequency adverb should be never, not always.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Resources is a correct plural. Again is the correct word. The frequency adverb is wrong, so Make no change is not right.

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 always to never. Renewable resources can be used again and do not run out, so the frequency adverb should be never, not always."

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

"Resources is a correct plural. Again is the correct word. The frequency adverb is wrong, so Make no change is not right."

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

ANSWER KEY: A, Change always to never

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including adverbs that convey degree"

WHAT DOES THIS MEAN TO ME?

When I edit, I use an **adverb of degree** to tell **how much** or **to what extent**.
These adverbs answer how much: **very**, **really**, **quite**, **extremely**, **so**, **too**.
The word **too** means more than is good, so I use it only when I mean a problem.
Otherwise I choose **very**.

SENTENCE WEATHER

Adverb (TWO RAINDROPS)

An adverb is shown by TWO RAINDROPS. An adverb of degree tells how much or to what extent.

WHERE IT APPEARS: In a sentence about energy resources, an adverb of degree tells how much or to what extent.

This deck teaches **Adverbs of Degree** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Adverbs of Degree

~2 min

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

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

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

"This week, our editing focus is adverbs of degree, the standard says: 'edit drafts using standard English conventions, including adverbs that convey degree.'"

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

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

NOTE: This week: adverbs of degree, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Adverbs of Degree slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Adverbs of Degree · Teacher Script · 31

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 12 of 36

TEKS (11)(D)(xiv) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey degree"

Find the adverb of degree.

Read the sentence. Find the adverb that tells how much.

"Nonrenewable resources are very useful."

I CAN I can find an adverb of degree in a sentence.

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

~2 min

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

"Let's warm up our editing eyes. Find the adverb of degree. Read the sentence. Find the adverb that tells how much."

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

"Read this with me: 'Nonrenewable resources are very useful.'"

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

ANSWER KEY: The degree adverb is very; it tells how useful the resources are.

(11)(D)(xiv) · Adverbs of Degree · 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 degree adverb is very; it tells how useful the resources are.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when adverbs of degree 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 12 of 36

TEKS (11)(D)(xiv) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adverbs that convey degree"

Choose the degree adverb.

Two adverbs are offered. Choose the one whose meaning is correct.

"Coal is a (very / too) useful source of energy."

I CAN I can choose the degree adverb that fits the meaning.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two adverbs are offered. Choose the one whose meaning is correct."

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

"Read this with me: 'Coal is a (very / too) useful source of energy.'"

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

ANSWER KEY: "very" is correct; too would mean the resource is useful in a bad way.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "very" is correct; too would mean the resource is useful in a bad way.

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 degree"

Fix the degree adverb.

The adverb too means a problem, but the sentence means a good thing. Fix it.

"Solar power is too helpful for homes."

I CAN I can edit a degree adverb so the meaning is correct.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The adverb too means a problem, but the sentence means a good thing. Fix it."

"Read this with me: 'Solar power is too helpful for homes.'"

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

ANSWER KEY: "Solar power is very helpful for homes." Very shows a good degree, not a problem.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Solar power is very helpful for homes." Very shows a good degree, not a problem.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

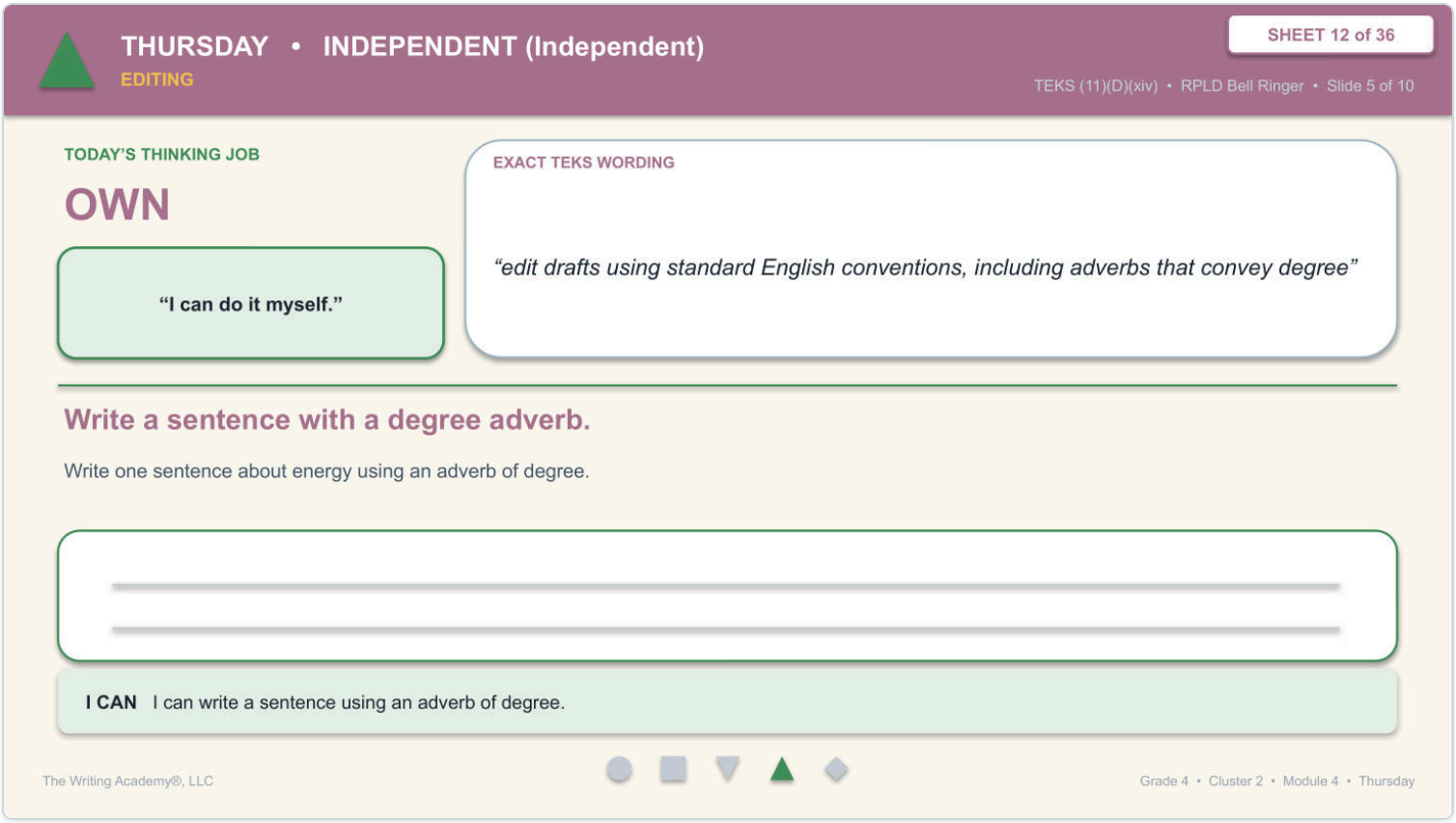
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about energy using an adverb of degree."

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

ANSWER KEY: Sample: "Nonrenewable resources are quite limited." Quite is a degree adverb.

(11)(D)(xiv) · Adverbs of Degree · 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, Sample: "Nonrenewable resources are quite limited." Quite is a degree adverb.

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 degree"

Explain why the degree adverb fits.

Tell why the writer chose that degree adverb.

I CAN I can explain how a degree adverb shows how much.

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

~5 min

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

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

""

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

ANSWER KEY: The writer means highly useful, not a problem, so very is the correct degree adverb.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The writer means highly useful, not a problem, so very is the correct degree adverb.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Adverbs of Degree · Teacher Script · 36

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xiv) • Adverbs of Degree

SHEET 12 of 36

Slide 7 of 10

Complete the **adverbs that convey degree** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xiv) edit drafts using standard English conventions, including **adverbs that convey degree**	"Nonrenewable resources are **very** useful." *Very is an adverb of degree; it tells how useful the resources are.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 12 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, Very is an adverb of degree; it tells how useful the resources are.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xiv) • Adverbs of Degree

SHEET 12 of 36

Slide 8 of 10

NOTICE	Monday	The degree adverb is very; it tells how useful the resources are.
CHOOSE	Tuesday	“very” is correct; too would mean the resource is useful in a bad way.
SHOW	Wednesday	“Solar power is very helpful for homes.” Very shows a good degree, not a problem.
OWN	Thursday	Sample: “Nonrenewable resources are quite limited.” Quite is a degree adverb.
DEFEND	Friday	The writer means highly useful, not a problem, so very is the correct degree adverb.

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 degree adverb is very; it tells how useful the resources are. Emergent, “very” is correct; too would mean the resource is useful in a bad way. Visible, “Solar power is very helpful for homes.” Very shows a good degree, not a problem. Independent, Sample: “Nonrenewable resources are quite limited.” Quite is a degree adverb. Reflective, The writer means highly useful, not a problem, so very is the correct degree adverb.*

ANSWER KEY: The degree adverb is very; it tells how useful the resources are. · “very” is correct; too would mean the resource is useful in a bad way. · “Solar power is very helpful for homes.” Very shows a good degree, not a problem. · Sample: “Nonrenewable resources are quite limited.” Quite is a degree adverb. · The writer means highly useful, not a problem, so very is the correct degree adverb.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Adverbs of Degree · Teacher Script · 38

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xiv) • Adverbs of Degree

SHEET 12 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) Nonrenewable resources are a too useful source of energy.

What change should be made in sentence 1?

A Change too to very

B Change useful to usefully

C Change source to sources

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Nonrenewable resources are a too useful source of energy. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xiv) • Adverbs of Degree

SHEET 12 of 36

Slide 10 of 10

Correct answer: A Change too to very

WHY THIS IS CORRECT

The word too means more than is good, but the sentence means highly useful, so the degree adverb should be very.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Useful is an adjective and is correct. Source names one and is correct. The degree adverb is wrong, so Make no change is not right.

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 too to very. The word too means more than is good, but the sentence means highly useful, so the degree adverb should be very."

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

"Useful is an adjective and is correct. Source names one and is correct. The degree adverb is wrong, so Make no change is not right."

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

ANSWER KEY: A, Change too to very

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including prepositions"

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **preposition** to show a **relationship**, such as where, when, or how.
Common prepositions include **in**, **on**, **under**, **across**, **beneath**, **from**, **to**, and **of**.
Choosing the right preposition makes the location or time in my sentence clear and correct.

SENTENCE WEATHER

Preposition (CLOUD)

A preposition is a CLOUD that shows position: where, when, or how a noun connects to the rest of the sentence.

WHERE IT APPEARS: In a sentence about Texas long ago, a preposition shows where or when something happened.

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Prepositions

~2 min

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

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

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

"This week, our editing focus is prepositions, the standard says: 'edit drafts using standard English conventions, including prepositions.'"

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

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

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

PREP & MATERIALS: the Prepositions slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Prepositions · Teacher Script · 1

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Find the preposition.

Read the sentence. Find the word that shows a relationship of place or time.

"Soldiers marched across the open land."

I CAN I can find a preposition in a sentence.

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

~2 min

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

"Let's warm up our editing eyes. Find the preposition. Read the sentence. Find the word that shows a relationship of place or time."

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

"Read this with me: 'Soldiers marched across the open land.'"

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

ANSWER KEY: The preposition is across; it shows where the soldiers marched.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The preposition is across; it shows where the soldiers marched.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Prepositions · Teacher Script · 2

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Choose the correct preposition.

Two prepositions are offered. Choose the one that makes the meaning correct.

"In 1845, Texas became part (on / of) the United States."

I CAN I can choose the correct preposition.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two prepositions are offered. Choose the one that makes the meaning correct."

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

"Read this with me: 'In 1845, Texas became part (on / of) the United States.'"

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

ANSWER KEY: "of" is correct; part of the United States shows belonging.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "of" is correct; part of the United States shows belonging.

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?"

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Prepositions · Teacher Script · 3

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Fix the preposition.

The preposition does not fit the meaning. Change it so the sentence is correct.

"Texas stood on wide skies."

I CAN I can edit a preposition so the meaning is correct.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The preposition does not fit the meaning. Change it so the sentence is correct."

"Read this with me: 'Texas stood on wide skies.'"

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

ANSWER KEY: "Texas stood beneath wide skies." Beneath correctly shows position under the skies.

(11)(D)(xv) · Prepositions · 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, "Texas stood beneath wide skies." Beneath correctly shows position under the skies.

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.

THURSDAY • INDEPENDENT (Independent)
EDITING

SHEET 13 of 36

TEKS (11)(D)(xv) • RPLD Bell Ringer • Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

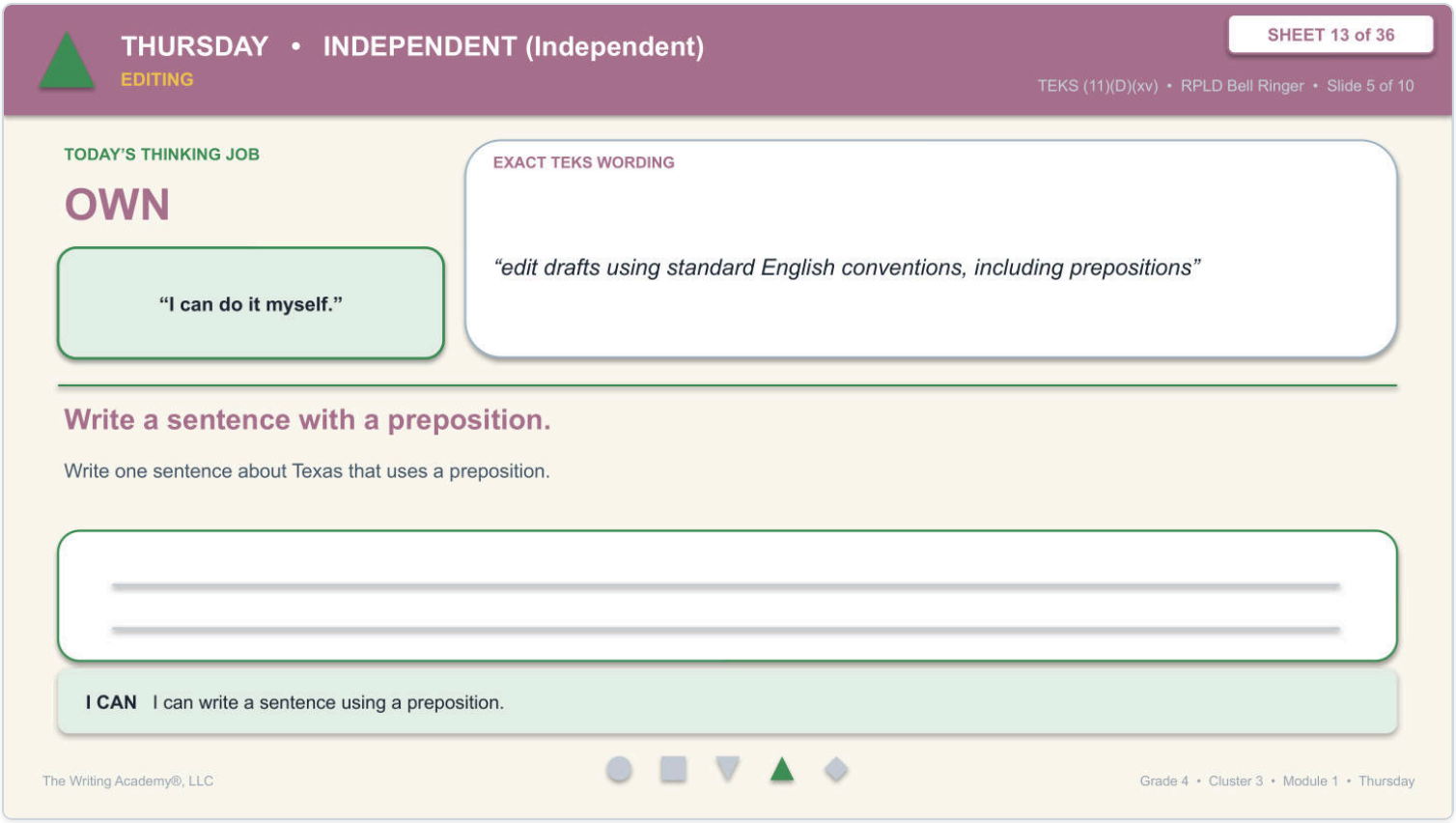
Write a sentence with a preposition.

Write one sentence about Texas that uses a preposition.

I CAN I can write a sentence using a preposition.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Module 1 • Thursday



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

~4 min

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

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

"Read this one: Write one sentence about Texas that uses a preposition."

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

ANSWER KEY: Sample: "The leaders talked through the night." Through is a preposition of time.

(11)(D)(xv) · Prepositions · 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, Sample: "The leaders talked through the night." Through is a preposition of time.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Explain why the preposition fits.

Tell why the writer used that preposition.

I CAN I can explain how a preposition makes a relationship clear.

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

~5 min

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

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

""

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

ANSWER KEY: The word of shows Texas belonged to the United States, so it is the correct preposition.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The word of shows Texas belonged to the United States, so it is the correct preposition.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Prepositions · Teacher Script · 6

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xv) • Prepositions

SHEET 13 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xv) edit drafts using standard English conventions, including **prepositions**	"Soldiers marched **across** the open land." *Across is a preposition; it shows where the soldiers marched.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 13 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, Across is a preposition; it shows where the soldiers marched.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xv) • Prepositions

SHEET 13 of 36

Slide 8 of 10

NOTICE Monday	The preposition is across; it shows where the soldiers marched.
CHOOSE Tuesday	“of” is correct; part of the United States shows belonging.
SHOW Wednesday	“Texas stood beneath wide skies.” Beneath correctly shows position under the skies.
OWN Thursday	Sample: “The leaders talked through the night.” Through is a preposition of time.
DEFEND Friday	The word of shows Texas belonged to the United States, so it is the correct preposition.

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 across; it shows where the soldiers marched. Emergent, “of” is correct; part of the United States shows belonging. Visible, “Texas stood beneath wide skies.” Beneath correctly shows position under the skies. Independent, Sample: “The leaders talked through the night.” Through is a preposition of time. Reflective, The word of shows Texas belonged to the United States, so it is the correct preposition.*

ANSWER KEY: The preposition is across; it shows where the soldiers marched. · “of” is correct; part of the United States shows belonging. · “Texas stood beneath wide skies.” Beneath correctly shows position under the skies. · Sample: “The leaders talked through the night.” Through is a preposition of time. · The word of shows Texas belonged to the United States, so it is the correct preposition.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Prepositions · Teacher Script · 8

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xv) • Prepositions

Read this part of a student's draft.

(1) In 1845, Texas became part on the United States.

What change should be made in sentence 1?

A Change on to of

B Change part to parts

C Change became to become

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: In 1845, Texas became part on the United States. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xv) • Prepositions

Correct answer: A Change on to of

WHY THIS IS CORRECT

The correct preposition is of; Texas became part of the United States.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Part names one and is correct. Became is the correct past tense. The preposition is wrong, so Make no change is not right.

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 on to of. The correct preposition is of; Texas became part of the United States."

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

"Part names one and is correct. Became is the correct past tense. The preposition is wrong, so Make no change is not right."

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

ANSWER KEY: A, Change on to of

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Prepositions · Teacher Script · 10

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including prepositional phrases"

WHAT DOES THIS MEAN TO ME?

When I edit, I check that a **prepositional phrase** begins with a **preposition** and ends with a **noun**.
A phrase like **across the West** or **in 1845** adds details about where or when.
A prepositional phrase is **not a complete sentence** on its own, so I keep it joined to a full idea.

SENTENCE WEATHER

Preposition (CLOUD)

A prepositional phrase starts with a CLOUD (preposition) and ends with a noun: across the West, in 1845.

WHERE IT APPEARS: In a sentence about Texas, a prepositional phrase adds a detail about where or when.

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Prepositional Phrases

~2 min

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

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

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

"This week, our editing focus is prepositional phrases, the standard says: 'edit drafts using standard English conventions, including prepositional phrases.'"

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

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

NOTE: This week: prepositional phrases, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Prepositional Phrases slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Prepositional Phrases · Teacher Script · 11

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Find the prepositional phrase.

Read the sentence. Find the phrase that begins with a preposition and ends with a noun.

"The U.S. gained land across the West."

I CAN I can find a prepositional phrase in a sentence.

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

~2 min

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

"Let's warm up our editing eyes. Find the prepositional phrase. Read the sentence. Find the phrase that begins with a preposition and ends with a noun."

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

"Read this with me: 'The U.S. gained land across the West.'"

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

ANSWER KEY: The prepositional phrase is across the West; it begins with a preposition and ends with a noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The prepositional phrase is across the West; it begins with a preposition and ends with a noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Choose the complete phrase.

Two choices are offered. Choose the one that is a complete prepositional phrase.

"Soldiers marched (under / under open skies)."

I CAN I can choose a complete prepositional phrase.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two choices are offered. Choose the one that is a complete prepositional phrase."

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

"Read this with me: 'Soldiers marched (under / under open skies).'"

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

ANSWER KEY: "under open skies" is the complete phrase; under alone has no noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "under open skies" is the complete phrase; under alone has no noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Fix the fragment.

A prepositional phrase is written as its own sentence. Join it to the full idea.

"Texas joined the United States. In 1845."

I CAN I can edit a prepositional phrase so it is not a fragment.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A prepositional phrase is written as its own sentence. Join it to the full idea."

"Read this with me: 'Texas joined the United States. In 1845.'"

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

ANSWER KEY: "Texas joined the United States in 1845." The phrase in 1845 joins the full idea.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Texas joined the United States in 1845." The phrase in 1845 joins the full idea.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

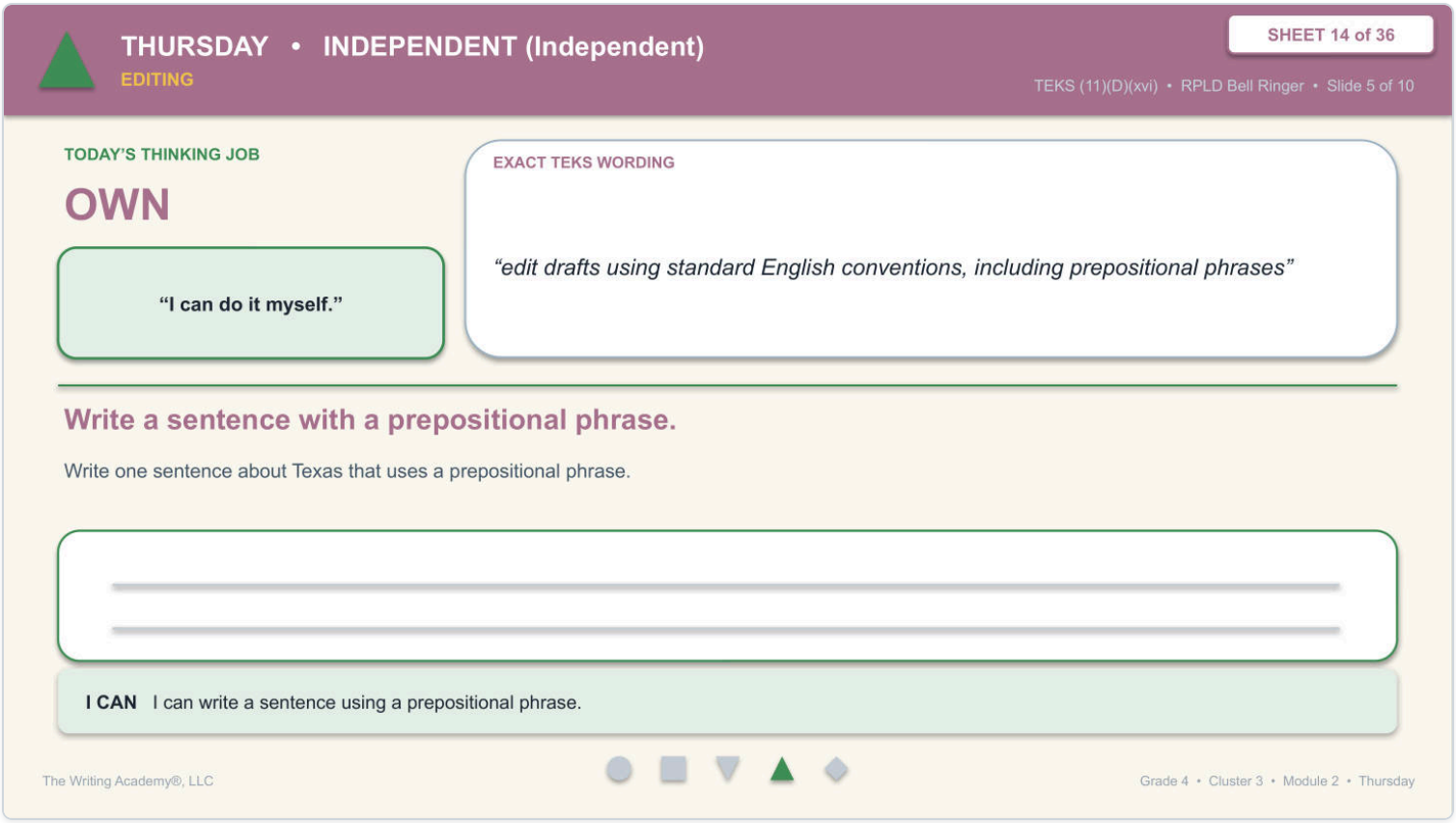
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about Texas that uses a prepositional phrase."

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

ANSWER KEY: Sample: "The choice was made during a difficult time." During a difficult time is a prepositional phrase.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The choice was made during a difficult time." During a difficult time is a prepositional phrase.

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.

FRIDAY • REFLECTIVE (Highly Independent)
EDITING

SHEET 14 of 36

TEKS (11)(D)(xvi) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

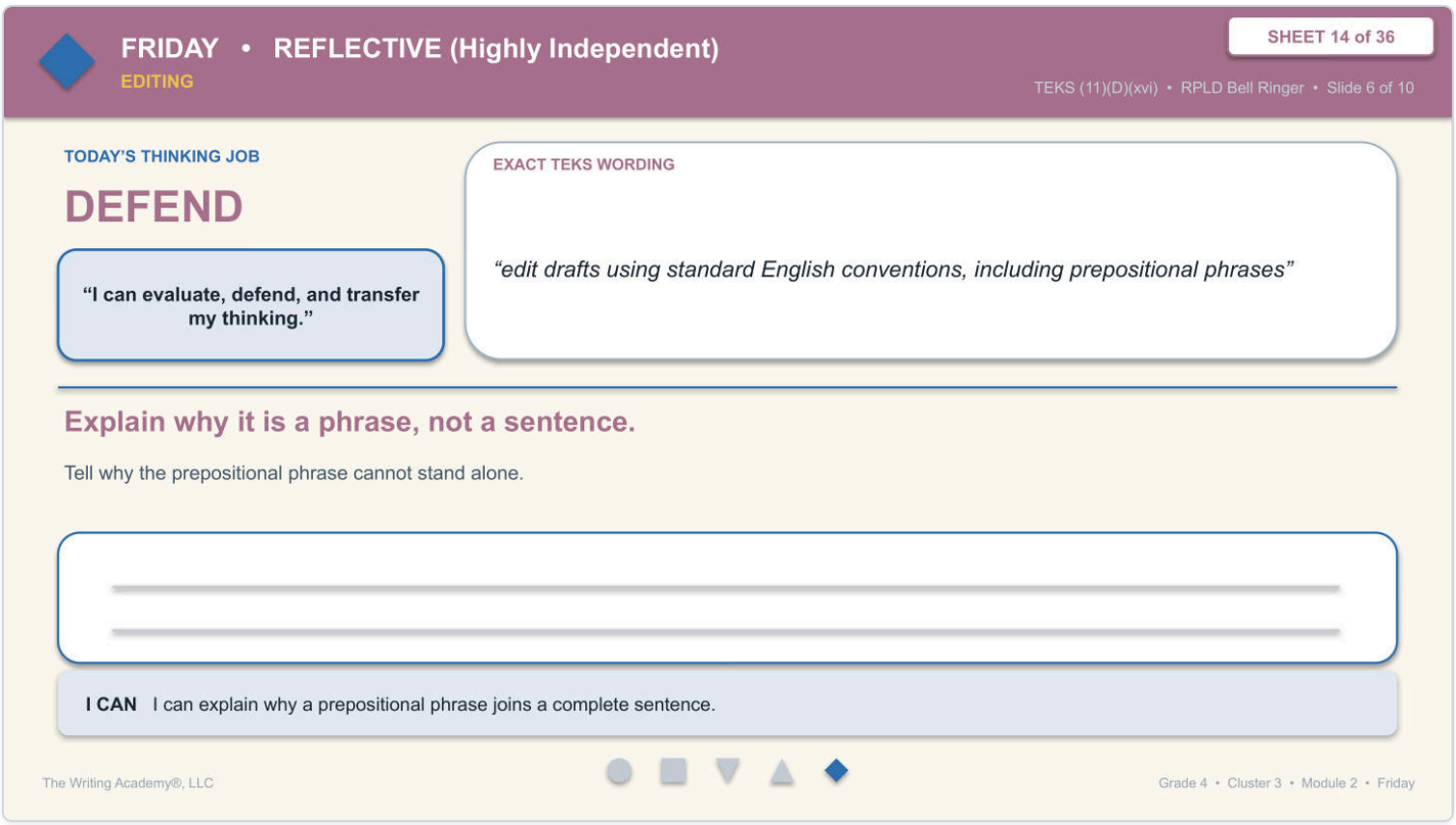
"edit drafts using standard English conventions, including prepositional phrases"

Explain why it is a phrase, not a sentence.

Tell why the prepositional phrase cannot stand alone.

I CAN I can explain why a prepositional phrase joins a complete sentence.

The Writing Academy®, LLC



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

~5 min

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

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

""

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

ANSWER KEY: In 1845 tells when but has no subject doing an action, so it must join a complete idea.

(11)(D)(xvi) · Prepositional Phrases · 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, In 1845 tells when but has no subject doing an action, so it must join a complete idea.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xvi) • Prepositional Phrases

SHEET 14 of 36

Slide 7 of 10

Complete the **prepositional phrases** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xvi) edit drafts using standard English conventions, including **prepositional phrases**	"The U.S. gained land **across the West**." *Across the West is a prepositional phrase; it begins with a preposition and ends with a noun.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 14 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, Across the West is a prepositional phrase; it begins with a preposition and ends with a noun.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xvi) • Prepositional Phrases

SHEET 14 of 36

Slide 8 of 10

NOTICE Monday	The prepositional phrase is across the West; it begins with a preposition and ends with a noun.
CHOOSE Tuesday	“under open skies” is the complete phrase; under alone has no noun.
SHOW Wednesday	“Texas joined the United States in 1845.” The phrase in 1845 joins the full idea.
OWN Thursday	Sample: “The choice was made during a difficult time.” During a difficult time is a prepositional phrase.
DEFEND Friday	In 1845 tells when but has no subject doing an action, so it must join a complete idea.

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 across the West; it begins with a preposition and ends with a noun. Emergent, “under open skies” is the complete phrase; under alone has no noun. Visible, “Texas joined the United States in 1845.” The phrase in 1845 joins the full idea. Independent, Sample: “The choice was made during a difficult time.” During a difficult time is a prepositional phrase. Reflective, In 1845 tells when but has no subject doing an action, so it must join a complete idea.*

ANSWER KEY: The prepositional phrase is across the West; it begins with a preposition and ends with a noun. · “under open skies” is the complete phrase; under alone has no noun. · “Texas joined the United States in 1845.” The phrase in 1845 joins the full idea. · Sample: “The choice was made during a difficult time.” During a difficult time is a prepositional phrase. · In 1845 tells when but has no subject doing an action, so it must join a complete idea.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xvi) • Prepositional Phrases

Read this part of a student's draft.

(1) Texas joined the United States. In the year 1845.

What is the correct way to write these sentences?

A Texas joined the United States in the year 1845.

B Texas joined the United States. In the year 1845.

C Texas joined. The United States in the year 1845.

D Texas joined the United States in the year. 1845.

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: Texas joined the United States. In the year 1845. Now, what is the correct way to write these sentences?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xvi) • Prepositional Phrases

Correct answer: A Texas joined the United States in the year 1845.

WHY THIS IS CORRECT

In the year 1845 is a prepositional phrase, not a complete sentence, so it joins the full idea before it.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

The other choices leave the prepositional phrase or a piece of the sentence standing alone as a fragment.

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, Texas joined the United States in the year 1845. In the year 1845 is a prepositional phrase, not a complete sentence, so it joins the full idea before it."

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

"The other choices leave the prepositional phrase or a piece of the sentence standing alone as a fragment."

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

ANSWER KEY: A, Texas joined the United States in the year 1845.

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.

EDITING PART TWO

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 edit, I use **spelling rules** I have learned to spell longer words correctly. Rules help me: change **y to i** before adding an ending (**history**, **histories**), and use **soft c** in **decision** and **choice**.
Following spelling rules keeps my writing correct even when the words are hard.

KEY IDEA

Spelling is a **convention**, so it wears no weather symbol.
Rules build hard words: change **y to i** (history, histories), soft **c** (decision, choice).

WHERE IT APPEARS: In a sentence about Texas history, longer words follow grade-appropriate spelling rules.

This deck teaches **Spelling: Grade-Appropriate Rules** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Spelling: Grade-Appropriate 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: grade-appropriate 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."

NOTE: This week: spelling: grade-appropriate rules, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Spelling: Grade-Appropriate Rules slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Spelling: Grade-Appropriate Rules · Teacher Script · 21

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 15 of 36

TEKS (11)(D)(xxxiv) • RPLD Bell Ringer • Slide 2 of 10

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"

Find the rule word.

Read the sentence. Find a longer word and name the spelling rule it uses.

"The leaders made a decision."

I CAN I can find a word that uses a spelling rule.

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

~2 min

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

"Let's warm up our editing eyes. Find the rule word. Read the sentence. Find a longer word and name the spelling rule it uses."

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

"Read this with me: 'The leaders made a decision.'"

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

ANSWER KEY: The rule word is decision; it uses the soft c rule.

(11)(D)(xxxiv) · Spelling: Grade-Appropriate Rules · 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 rule word is decision; it uses the soft c rule.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling: grade-appropriate rules" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling: grade-appropriate 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 15 of 36

TEKS (11)(D)(xxxiv) • RPLD Bell Ringer • Slide 3 of 10

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.

Two spellings are offered. Choose the one that follows the rule.

"Texas has a long (history / histery)."

I CAN I can choose the correct spelling of a rule word.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the one that follows the rule."

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

"Read this with me: 'Texas has a long (history / histery).'"

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

ANSWER KEY: "history" is the correct spelling.

(11)(D)(xxxiv) · Spelling: Grade-Appropriate Rules · 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, "history" is the correct spelling.

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?"

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 15 of 36

TEKS (11)(D)(xxxiv) • RPLD Bell Ringer • Slide 4 of 10

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"

Fix the misspelled word.

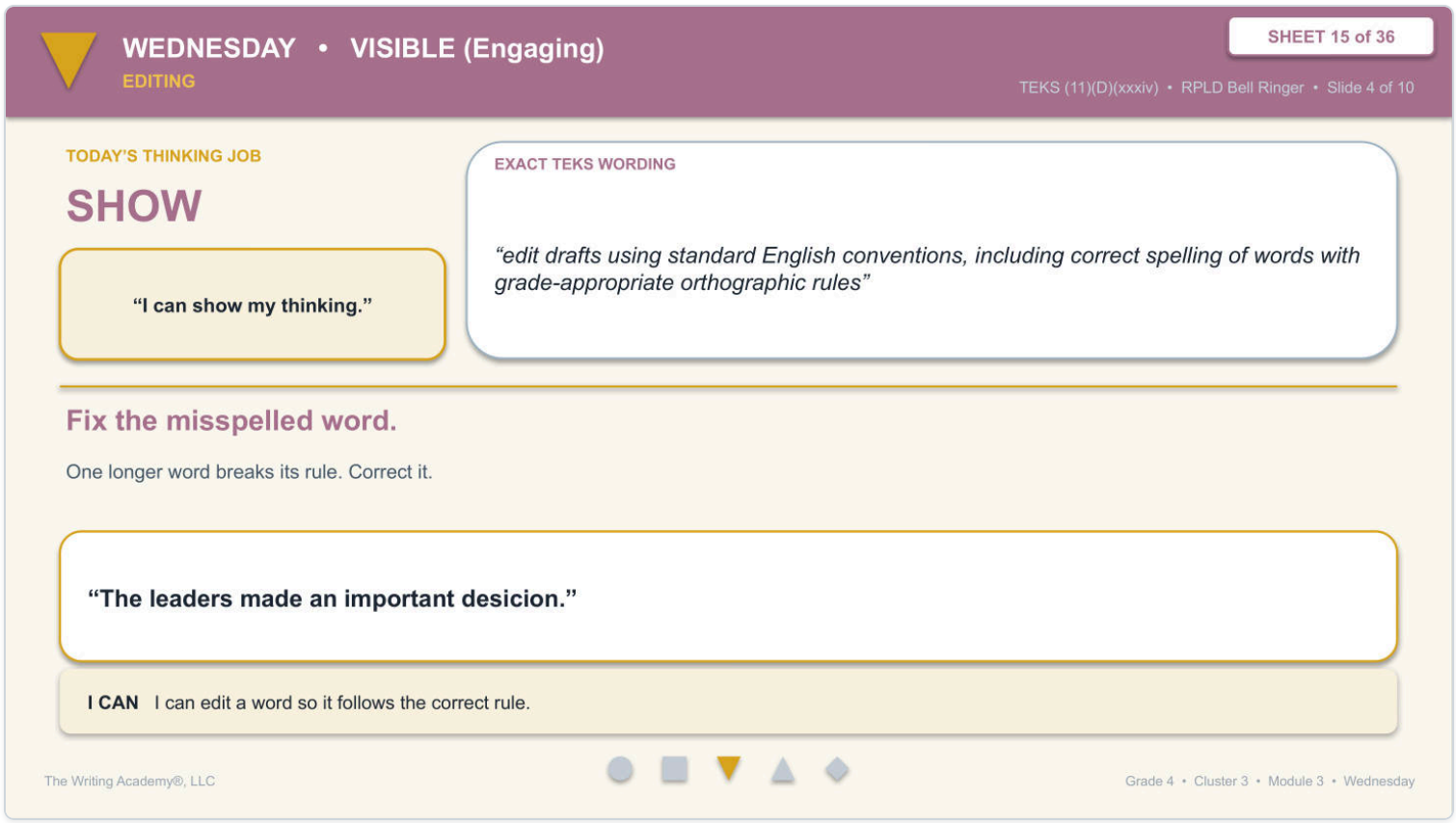
One longer word breaks its rule. Correct it.

"The leaders made an important desicion."

I CAN I can edit a word so it follows the correct rule.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Module 3 • Wednesday



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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. One longer word breaks its rule. Correct it."

"Read this with me: 'The leaders made an important desicion.'"

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

ANSWER KEY: "The leaders made an important decision." Decision uses the soft c, spelled correctly.

(11)(D)(xxxiv) · Spelling: Grade-Appropriate Rules · 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, "The leaders made an important decision." Decision uses the soft c, spelled correctly.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

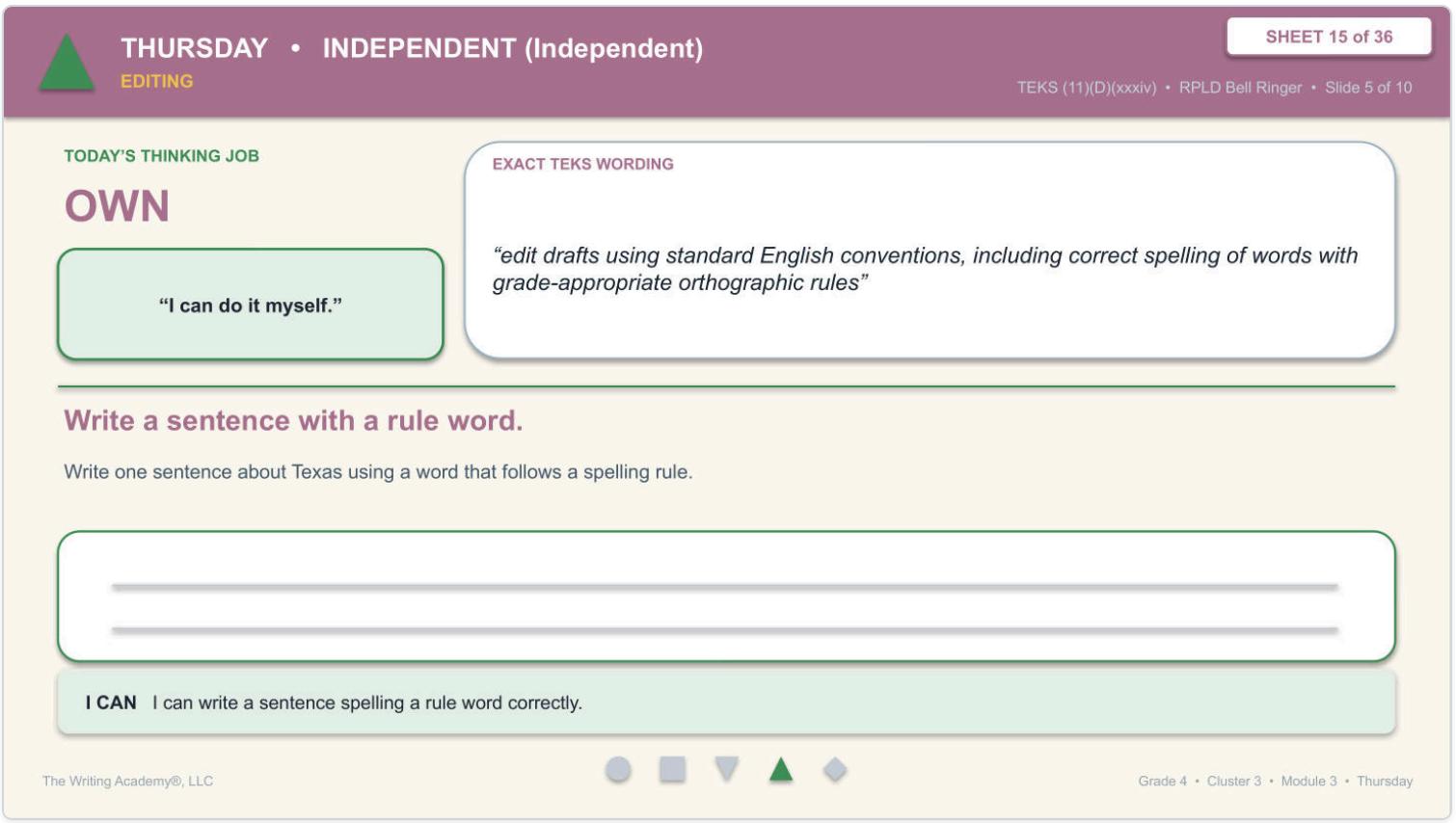
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about Texas using a word that follows a 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: Sample: "The choice changed our history." History follows its spelling rule.

(11)(D)(xxxiv) · Spelling: Grade-Appropriate Rules · 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, Sample: "The choice changed our history." History follows its spelling rule.

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.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 15 of 36

TEKS (11)(D)(xxxiv) • RPLD Bell Ringer • Slide 6 of 10

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"

Explain how the rule helps.

Tell how knowing the rule helps a writer spell the word.

I CAN I can explain how a spelling rule keeps my writing correct.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Module 3 • Friday

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

~5 min

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

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

""

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

ANSWER KEY: The soft c rule tells me decision uses a c, not an s, so I can spell it correctly.

(11)(D)(xxxiv) · Spelling: Grade-Appropriate Rules · 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, The soft c rule tells me decision uses a c, not an s, so I can spell it correctly.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxxiv) • Spelling: Grade-Appropriate Rules

SHEET 15 of 36

Slide 7 of 10

Complete the **spelling with grade-appropriate rules** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxxiv) edit drafts using standard English conventions, including **correct spelling of words with grade-appropriate orthographic rules**	"The leaders made a **decision**." *Decision follows the soft c rule and is spelled correctly.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 15 of 36, and complete the (11)(D)(xxxiv) 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, Decision follows the soft c rule and is spelled correctly.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxxiv) • Spelling: Grade-Appropriate Rules

SHEET 15 of 36

Slide 8 of 10

NOTICE Monday	The rule word is decision; it uses the soft c rule.
CHOOSE Tuesday	“history” is the correct spelling.
SHOW Wednesday	“The leaders made an important decision.” Decision uses the soft c, spelled correctly.
OWN Thursday	Sample: “The choice changed our history.” History follows its spelling rule.
DEFEND Friday	The soft c rule tells me decision uses a c, not an s, so I can spell it correctly.

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 rule word is decision; it uses the soft c rule. Emergent, “history” is the correct spelling. Visible, “The leaders made an important decision.” Decision uses the soft c, spelled correctly. Independent, Sample: “The choice changed our history.” History follows its spelling rule. Reflective, The soft c rule tells me decision uses a c, not an s, so I can spell it correctly.*

ANSWER KEY: The rule word is decision; it uses the soft c rule. · “history” is the correct spelling. · “The leaders made an important decision.” Decision uses the soft c, spelled correctly. · Sample: “The choice changed our history.” History follows its spelling rule. · The soft c rule tells me decision uses a c, not an s, so I can spell it correctly.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxxiv) • Spelling: Grade-Appropriate Rules

SHEET 15 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The leaders made an important desicion for Texas.

Sentence 1 is written incorrectly. What change should be made?

A Change desicion to decision

B Change leaders to leader

C Change important to importants

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The leaders made an important desicion for Texas. Now, sentence 1 is written incorrectly. What change should be made?"

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

NOTE: Revealed on the next slide.

(11)(D)(xxxiv) · Spelling: Grade-Appropriate Rules · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxxiv) • Spelling: Grade-Appropriate Rules

SHEET 15 of 36

Slide 10 of 10

Correct answer: A Change desicion to decision

WHY THIS IS CORRECT

The soft c rule spells the word decision, not desicion.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Leaders is a correct plural. Important is correct as written. There is a spelling error, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change desicion to decision. The soft c rule spells the word decision, not desicion."

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

"Leaders is a correct plural. Important is correct as written. There is a spelling error, so Make no change is wrong."

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

ANSWER KEY: A, Change desicion to decision

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of Clusters 1 to 3)"

WHAT DOES THIS MEAN TO ME?

This week I **review everything I have learned so far** as I edit: verbs, nouns, adjectives, adverbs, and prepositions.
I check that each word has the **right form**, and that longer words follow my **spelling patterns and rules**.
A careful review keeps my writing about Texas clear and correct.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I apply all my word and spelling skills at once.

WHERE IT APPEARS: In a poem about Texas joining the United States, I review the words and spelling.

This deck teaches **Cumulative Review: Words & Spelling** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Words & Spelling

~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 cumulative review: words & spelling, the standard says: 'edit drafts using standard English conventions (cumulative review of Clusters 1 to 3).'"

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

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

NOTE: This week: cumulative review: words & spelling, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Words & Spelling slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Words & Spelling · Teacher Script · 31

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 16 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of Clusters 1 to 3)"

Find the irregular past verb.

Read the sentence. Find the verb that shows the past by changing form.

"In 1845, Texas became a state."

I CAN I can find an irregular past-tense verb.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • Module 4 • Monday

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

~2 min

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

"Let's warm up our editing eyes. Find the irregular past verb. Read the sentence. Find the verb that shows the past by changing form."

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

"Read this with me: 'In 1845, Texas became a state.'"

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

ANSWER KEY: The irregular past verb is became; it changes form from become.

(11)(D) · Cumulative Review: Words & Spelling · 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 irregular past verb is became; it changes form from become.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: words & spelling" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: words & spelling 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 16 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of Clusters 1 to 3)"

Choose the correct adjective form.

Choose the correct comparative or superlative adjective.

"The war grew (more longer / longer) each year."

I CAN I can choose the correct adjective form.

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. Choose the correct comparative or superlative adjective."

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

"Read this with me: 'The war grew (more longer / longer) each year.'"

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

ANSWER KEY: "longer" is correct; more longer uses two comparatives at once.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "longer" is correct; more longer uses two comparatives at once.

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.

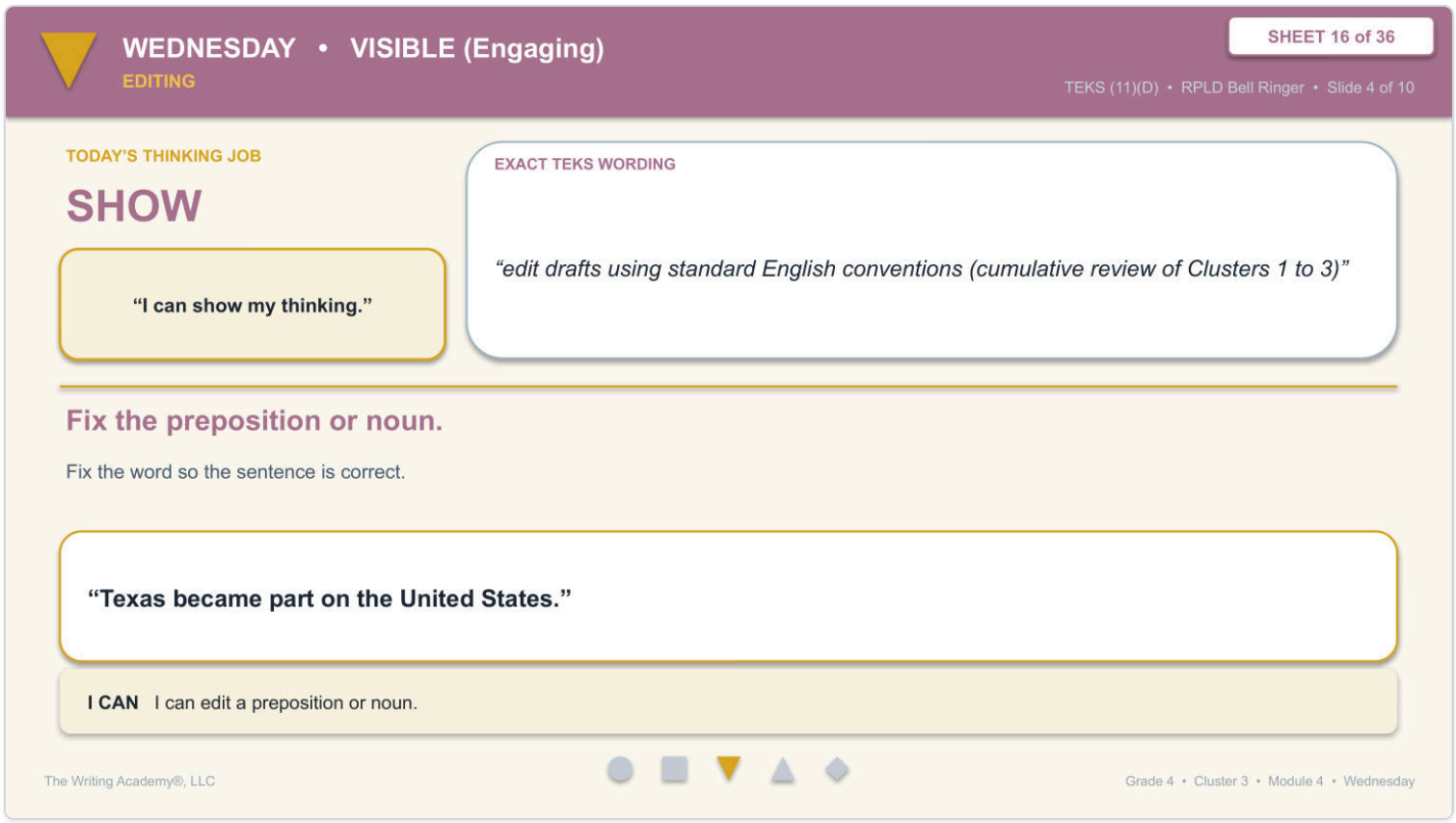
RPLD EVIDENCE & ADVICE

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?"

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Words & Spelling · Teacher Script · 33



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. Fix the word so the sentence is correct."

"Read this with me: 'Texas became part on the United States.'"

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

ANSWER KEY: "Texas became part of the United States." Of is the correct preposition.

(11)(D) · Cumulative Review: Words & Spelling · 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, "Texas became part of the United States." Of is the correct 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

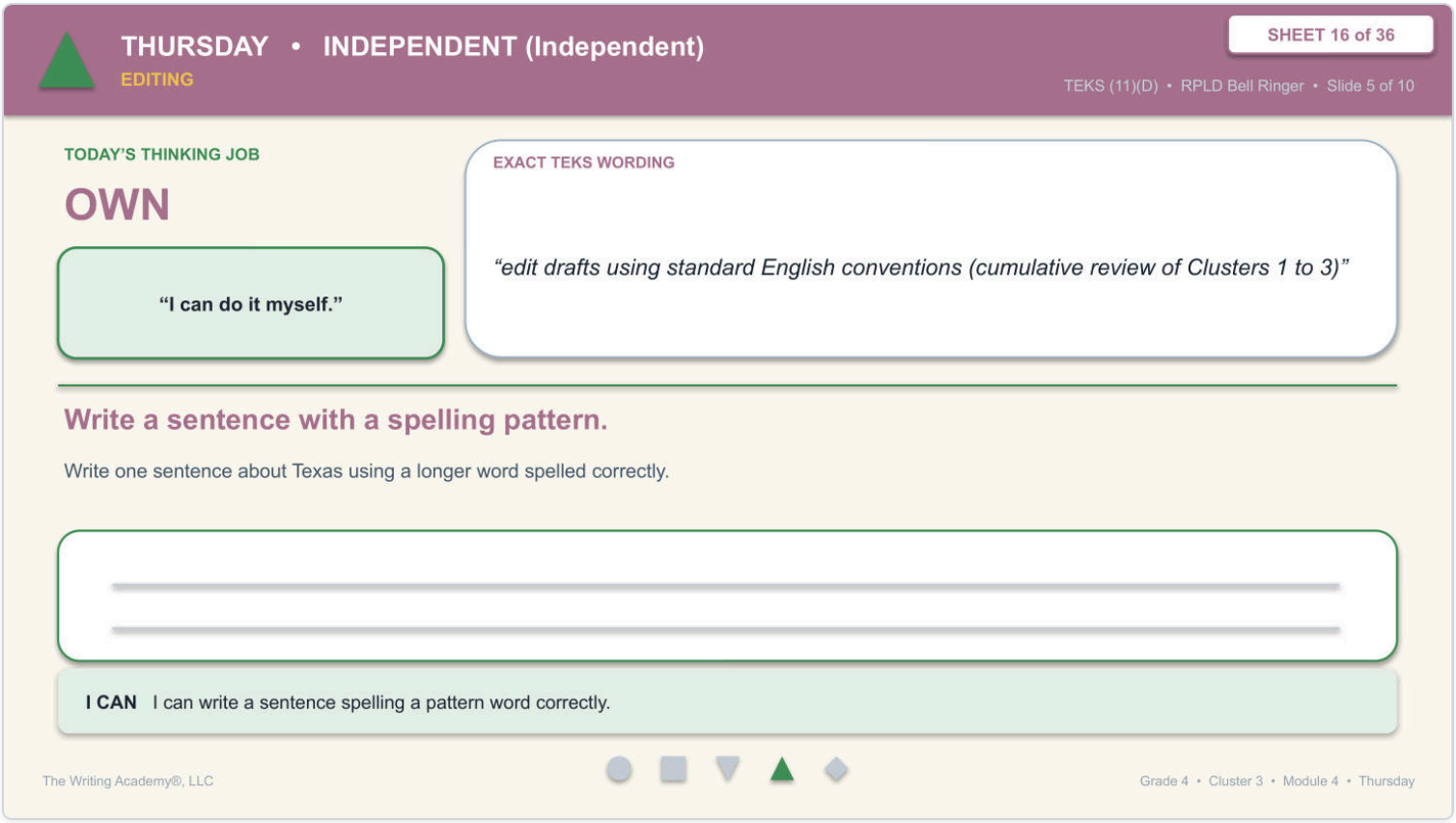
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about Texas using a longer word 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: Sample: "The decision changed the nation." Decision follows its spelling pattern.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The decision changed the nation." Decision follows its spelling pattern.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of Clusters 1 to 3)"

Explain a word or spelling edit.

Tell how you fixed a word or its spelling.

I CAN I can explain my word and spelling edits.

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

~5 min

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

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

""

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

ANSWER KEY: Became is the irregular past of become, so it shows the past correctly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Became is the irregular past of become, so it shows the past correctly.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Words & Spelling · Teacher Script · 36

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Words & Spelling

SHEET 16 of 36

Slide 7 of 10

Complete the **cumulative review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **verbs, nouns, adjectives, adverbs, prepositions, and spelling**	"In 1845, Texas became part of the United States." *The irregular past became, the preposition of, and the spelling are all correct.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 16 of 36, and complete the (11)(D) 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 irregular past became, the preposition of, and the spelling are all correct.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Words & Spelling · Teacher Script · 37

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Words & Spelling

SHEET 16 of 36

Slide 8 of 10

NOTICE Monday	The irregular past verb is became; it changes form from become.
CHOOSE Tuesday	“longer” is correct; more longer uses two comparatives at once.
SHOW Wednesday	“Texas became part of the United States.” Of is the correct preposition.
OWN Thursday	Sample: “The decision changed the nation.” Decision follows its spelling pattern.
DEFEND Friday	Became is the irregular past of become, so it shows the past correctly.

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 irregular past verb is became; it changes form from become. Emergent, “longer” is correct; more longer uses two comparatives at once. Visible, “Texas became part of the United States.” Of is the correct preposition. Independent, Sample: “The decision changed the nation.” Decision follows its spelling pattern. Reflective, Became is the irregular past of become, so it shows the past correctly.*

ANSWER KEY: The irregular past verb is became; it changes form from become. · “longer” is correct; more longer uses two comparatives at once. · “Texas became part of the United States.” Of is the correct preposition. · Sample: “The decision changed the nation.” Decision follows its spelling pattern. · Became is the irregular past of become, so it shows the past correctly.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Words & Spelling · Teacher Script · 38

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Words & Spelling

SHEET 16 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) In 1845, Texas becomed part of the United States.

What change should be made in sentence 1?

A Change becomed to became

B Change Texas to texas

C Change part to parts

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: In 1845, Texas becomed part of the United States. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Words & Spelling

SHEET 16 of 36

Slide 10 of 10

Correct answer: A Change becomed to became

WHY THIS IS CORRECT

Become is irregular, so its past tense is became, not becomed.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Texas is a proper noun and stays capitalized. Part names one and is correct. There is an error, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change becomed to became. Become is irregular, so its past tense is became, not becomed."

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

"Texas is a proper noun and stays capitalized. Part names one and is correct. There is an error, so Make no change is wrong."

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

ANSWER KEY: A, Change becomed to became

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including pronouns, including reflexive"

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **reflexive pronoun** when the subject does an action **to itself**. Reflexive pronouns end in **-self** or **-selves**: **himself**, **herself**, **itself**, **themselves**. The reflexive pronoun must **match its subject**: one person uses himself, and more than one use themselves.

SENTENCE WEATHER

Pronoun (BLUE MOON)

A pronoun is a MOON that stands in for a noun. A reflexive pronoun points the action back to the subject: himself, themselves.

WHERE IT APPEARS: In a sentence about Mansa Musa, a reflexive pronoun shows the subject acting on itself.

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

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Reflexive Pronouns

~2 min

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

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

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

"This week, our editing focus is reflexive pronouns, the standard says: 'edit drafts using standard English conventions, including pronouns, including reflexive.'"

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

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

NOTE: This week: reflexive pronouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Reflexive Pronouns slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Reflexive Pronouns · Teacher Script · 1

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 17 of 36

TEKS (11)(D)(xvii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including pronouns, including reflexive"

Find the reflexive pronoun.

Read the sentence. Find the pronoun that ends in -self or -selves.

"Mansa Musa prepared himself for the journey."

I CAN I can find a reflexive pronoun in a sentence.

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

~2 min

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

"Let's warm up our editing eyes. Find the reflexive pronoun. Read the sentence. Find the pronoun that ends in -self or -selves."

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

"Read this with me: 'Mansa Musa prepared himself for the journey.'"

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

ANSWER KEY: The reflexive pronoun is himself; it points the action back to Mansa Musa.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The reflexive pronoun is himself; it points the action back to Mansa Musa.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including pronouns, including reflexive"

Choose the matching reflexive pronoun.

Two pronouns are offered. Choose the one that matches the subject.

"The traders protected (himself / themselves) on the road."

I CAN I can choose a reflexive pronoun that matches its subject.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two pronouns are offered. Choose the one that matches the subject."

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

"Read this with me: 'The traders protected (himself / themselves) on the road.'"

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

ANSWER KEY: "themselves" matches the plural subject traders.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "themselves" matches the plural subject traders.

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?"

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Reflexive Pronouns · Teacher Script · 3

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including pronouns, including reflexive"

Fix the reflexive pronoun.

The reflexive pronoun does not match the subject. Change it so it agrees.

"The kingdom made themselves strong."

I CAN I can edit a reflexive pronoun so it matches the subject.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The reflexive pronoun does not match the subject. Change it so it agrees."

"Read this with me: 'The kingdom made themselves strong.'"

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

ANSWER KEY: "The kingdom made itself strong." Itself matches the singular subject kingdom.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The kingdom made itself strong." Itself matches the singular subject kingdom.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

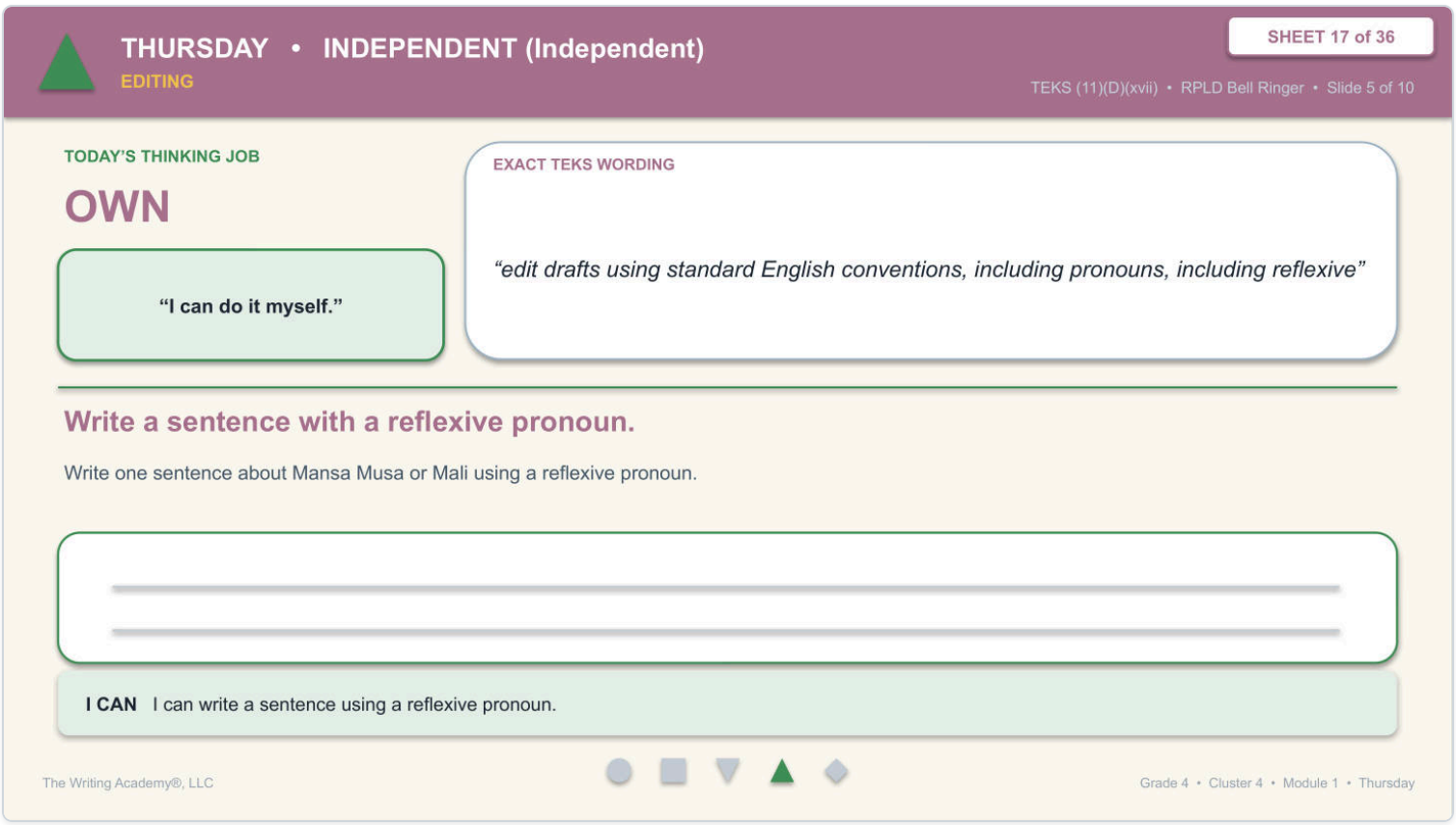
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about Mansa Musa or Mali using a reflexive pronoun."

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

ANSWER KEY: Sample: "Mansa Musa saw himself as a leader." Himself is a reflexive pronoun.

(11)(D)(xvii) · Reflexive Pronouns · 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, Sample: "Mansa Musa saw himself as a leader." Himself is a reflexive pronoun.

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 reflexive"

Explain why the reflexive pronoun fits.

Tell why the writer used a reflexive pronoun here.

I CAN I can explain how a reflexive pronoun points back to the subject.

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

~5 min

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

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

""

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

ANSWER KEY: The subject acts on itself, so the reflexive pronoun points the action back to the subject.

(11)(D)(xvii) · Reflexive Pronouns · 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, The subject acts on itself, so the reflexive pronoun points the action back to the subject.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xvii) • Reflexive Pronouns

SHEET 17 of 36

Slide 7 of 10

Complete the **reflexive 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, including reflexive**	"Mansa Musa prepared **himself** for the pilgrimage." *Himself is a reflexive pronoun; it points the action back to the subject Mansa Musa.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 17 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, Himself is a reflexive pronoun; it points the action back to the subject Mansa Musa.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xvii) • Reflexive Pronouns

SHEET 17 of 36

Slide 8 of 10

NOTICE Monday	The reflexive pronoun is himself; it points the action back to Mansa Musa.
CHOOSE Tuesday	“themselves” matches the plural subject traders.
SHOW Wednesday	“The kingdom made itself strong.” Itself matches the singular subject kingdom.
OWN Thursday	Sample: “Mansa Musa saw himself as a leader.” Himself is a reflexive pronoun.
DEFEND Friday	The subject acts on itself, so the reflexive pronoun points the action back to the subject.

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

~3 min

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

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The reflexive pronoun is himself; it points the action back to Mansa Musa. Emergent, “themselves” matches the plural subject traders. Visible, “The kingdom made itself strong.” Itself matches the singular subject kingdom. Independent, Sample: “Mansa Musa saw himself as a leader.” Himself is a reflexive pronoun. Reflective, The subject acts on itself, so the reflexive pronoun points the action back to the subject.*

ANSWER KEY: The reflexive pronoun is himself; it points the action back to Mansa Musa. · “themselves” matches the plural subject traders. · “The kingdom made itself strong.” Itself matches the singular subject kingdom. · Sample: “Mansa Musa saw himself as a leader.” Himself is a reflexive pronoun. · The subject acts on itself, so the reflexive pronoun points the action back to the subject.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Reflexive Pronouns · Teacher Script · 8

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xvii) • Reflexive Pronouns

Read this part of a student's draft.

(1) The traders protected himself as they crossed the desert.

What change should be made in sentence 1?

A Change himself to themselves

B Change traders to trader

C Change crossed to crosses

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The traders protected himself as they crossed the desert. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xvii) • Reflexive Pronouns

Correct answer: A Change himself to themselves

WHY THIS IS CORRECT

The subject traders is plural, so the reflexive pronoun should be themselves, not himself.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Traders is a correct plural. Crossed is the correct past tense. The pronoun does not match, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change himself to themselves. The subject traders is plural, so the reflexive pronoun should be themselves, not himself."

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

"Traders is a correct plural. Crossed is the correct past tense. The pronoun does not match, so Make no change is wrong."

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

ANSWER KEY: A, Change himself to themselves

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Reflexive Pronouns · Teacher Script · 10

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of historical events"

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the name of a historical event** because it names one specific event.
An event like the **Pilgrimage to Mecca** or the **Gold Rush** is capitalized.
A general word like trip or journey stays lowercase unless it is part of the event's name.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
A named historical event is capitalized: the **Pilgrimage to Mecca**.

WHERE IT APPEARS: In a sentence about Mansa Musa, the name of a historical event is capitalized.

This deck teaches **Capitalize Historical Events** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Historical Events

~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 capitalize historical events, the standard says: 'edit drafts using standard English conventions, including capitalization of historical events.'"

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

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

NOTE: This week: capitalize historical events, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Historical Events slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Historical Events · Teacher Script · 11

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 18 of 36

TEKS (11)(D)(xxii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of historical events"

Find the historical event.

Read the sentence. Find the name of a specific event.

"Mansa Musa is famous for the Pilgrimage to Mecca."

I CAN I can find the name of a historical event.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Module 2 • Monday

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

~2 min

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

"Let's warm up our editing eyes. Find the historical event. Read the sentence. Find the name of a specific event."

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

"Read this with me: 'Mansa Musa is famous for the Pilgrimage to Mecca.'"

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

ANSWER KEY: The historical event is the Pilgrimage to Mecca; it names a specific event and is capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The historical event is the Pilgrimage to Mecca; it names a specific event and is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize historical events 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 historical events"

Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

"He made the (pilgrimage to Mecca / Pilgrimage to Mecca)."

I CAN I can choose the correctly capitalized event name.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

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

"Read this with me: 'He made the (pilgrimage to Mecca / Pilgrimage to Mecca).'"

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

ANSWER KEY: "Pilgrimage to Mecca" is correct because it names one specific event.

(11)(D)(xxii) · Capitalize Historical Events · 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, "Pilgrimage to Mecca" is correct because it names one specific event.

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

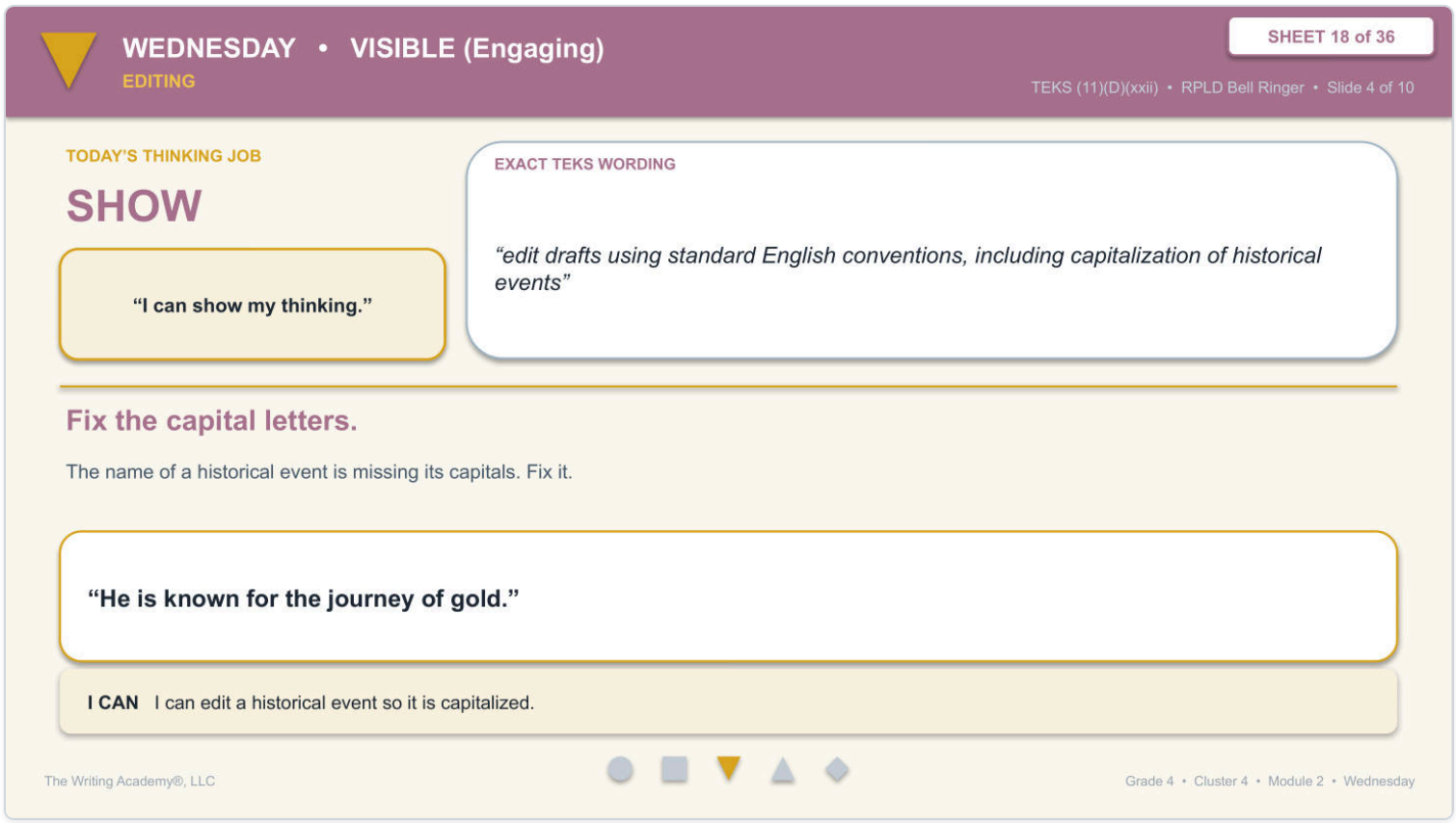
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

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?"



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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The name of a historical event is missing its capitals. Fix it."

"Read this with me: 'He is known for the journey of gold.'"

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

ANSWER KEY: "He is known for the Journey of Gold." The event name is capitalized.

(11)(D)(xxii) · Capitalize Historical Events · 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, "He is known for the Journey of Gold." The event name 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

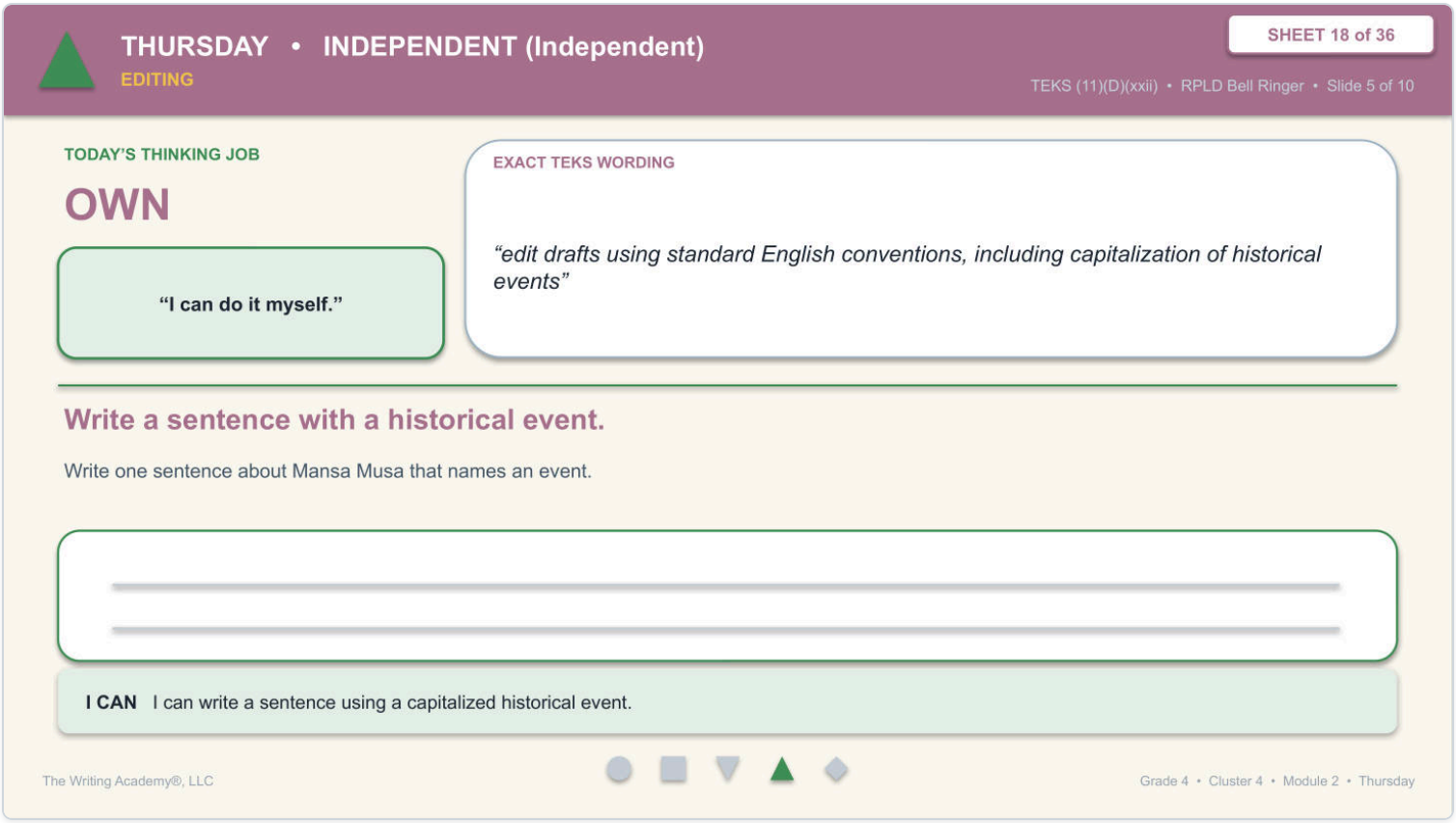
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about Mansa Musa that names an event."

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

ANSWER KEY: Sample: "The Pilgrimage to Mecca made Mansa Musa famous." The event is capitalized.

(11)(D)(xxii) · Capitalize Historical Events · 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, Sample: "The Pilgrimage to Mecca made Mansa Musa famous." The event is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

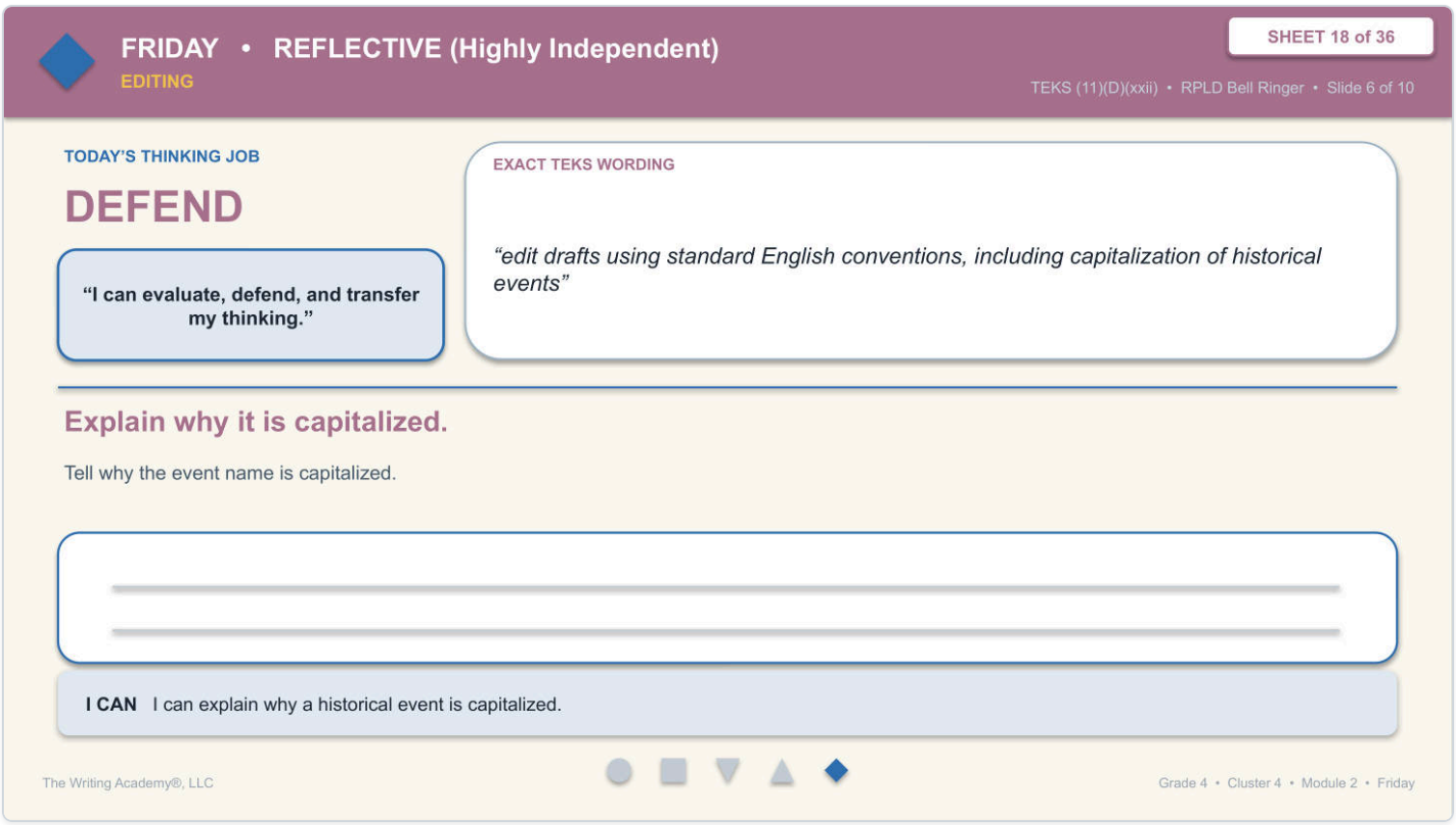
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

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

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

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



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

⏱ ~5 min

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

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

""

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

ANSWER KEY: It names one specific event, so it is capitalized like a name.

(11)(D)(xxii) · Capitalize Historical Events · 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, It names one specific event, so it is capitalized like a name.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxii) • Capitalize Historical Events

SHEET 18 of 36

Slide 7 of 10

Complete the **capitalization of historical events** 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 historical events**	"Mansa Musa is famous for the **Pilgrimage to Mecca**." *Pilgrimage to Mecca names a specific historical event, so it is capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 18 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, Pilgrimage to Mecca names a specific historical event, so it is capitalized.

(11)(D)(xxii) · Capitalize Historical Events · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxii) • Capitalize Historical Events

SHEET 18 of 36

Slide 8 of 10

NOTICE Monday	The historical event is the Pilgrimage to Mecca; it names a specific event and is capitalized.
CHOOSE Tuesday	“Pilgrimage to Mecca” is correct because it names one specific event.
SHOW Wednesday	“He is known for the Journey of Gold.” The event name is capitalized.
OWN Thursday	Sample: “The Pilgrimage to Mecca made Mansa Musa famous.” The event is capitalized.
DEFEND Friday	It names one specific event, so it is capitalized like a name.

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 historical event is the Pilgrimage to Mecca; it names a specific event and is capitalized. Emergent, “Pilgrimage to Mecca” is correct because it names one specific event. Visible, “He is known for the Journey of Gold.” The event name is capitalized. Independent, Sample: “The Pilgrimage to Mecca made Mansa Musa famous.” The event is capitalized. Reflective, It names one specific event, so it is capitalized like a name.*

ANSWER KEY: The historical event is the Pilgrimage to Mecca; it names a specific event and is capitalized. · “Pilgrimage to Mecca” is correct because it names one specific event. · “He is known for the Journey of Gold.” The event name is capitalized. · Sample: “The Pilgrimage to Mecca made Mansa Musa famous.” The event is capitalized. · It names one specific event, so it is capitalized like a name.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Historical Events · Teacher Script · 18

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxii) • Capitalize Historical Events

Read this part of a student's draft.

(1) People still talk about the pilgrimage to Mecca.

What change, if any, should be made in sentence 1?

A Change pilgrimage to Mecca to Pilgrimage to Mecca

B Change People to people

C Change talk to talks

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: People still talk about the pilgrimage to Mecca. Now, what change, if any, should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

(11)(D)(xxii) · Capitalize Historical Events · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxii) • Capitalize Historical Events

Correct answer: A Change pilgrimage to Mecca to Pilgrimage to Mecca

WHY THIS IS CORRECT

Pilgrimage to Mecca names a specific historical event, so it must be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

People correctly begins the sentence. Talk agrees with the plural subject People. There is an error, so No change is needed is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change pilgrimage to Mecca to Pilgrimage to Mecca. Pilgrimage to Mecca names a specific historical event, so it must be capitalized."

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

"People correctly begins the sentence. Talk agrees with the plural subject People. There is an error, so No change is needed is wrong."

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

ANSWER KEY: A, Change pilgrimage to Mecca to Pilgrimage to Mecca

(11)(D)(xxii) · Capitalize Historical Events · 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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of historical documents"

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the name of a historical document** because it names one specific document.
A document like the **Timbuktu Manuscripts** or the **Catalan Atlas** is capitalized.
A general word like map or letter stays lowercase unless it is part of the document's name.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
A named historical document is capitalized: the **Timbuktu Manuscripts**.

WHERE IT APPEARS: In a sentence about Mali, the name of a historical document is capitalized.

This deck teaches **Capitalize Historical Documents** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Historical Documents

~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 capitalize historical documents, the standard says: 'edit drafts using standard English conventions, including capitalization of historical documents.'"

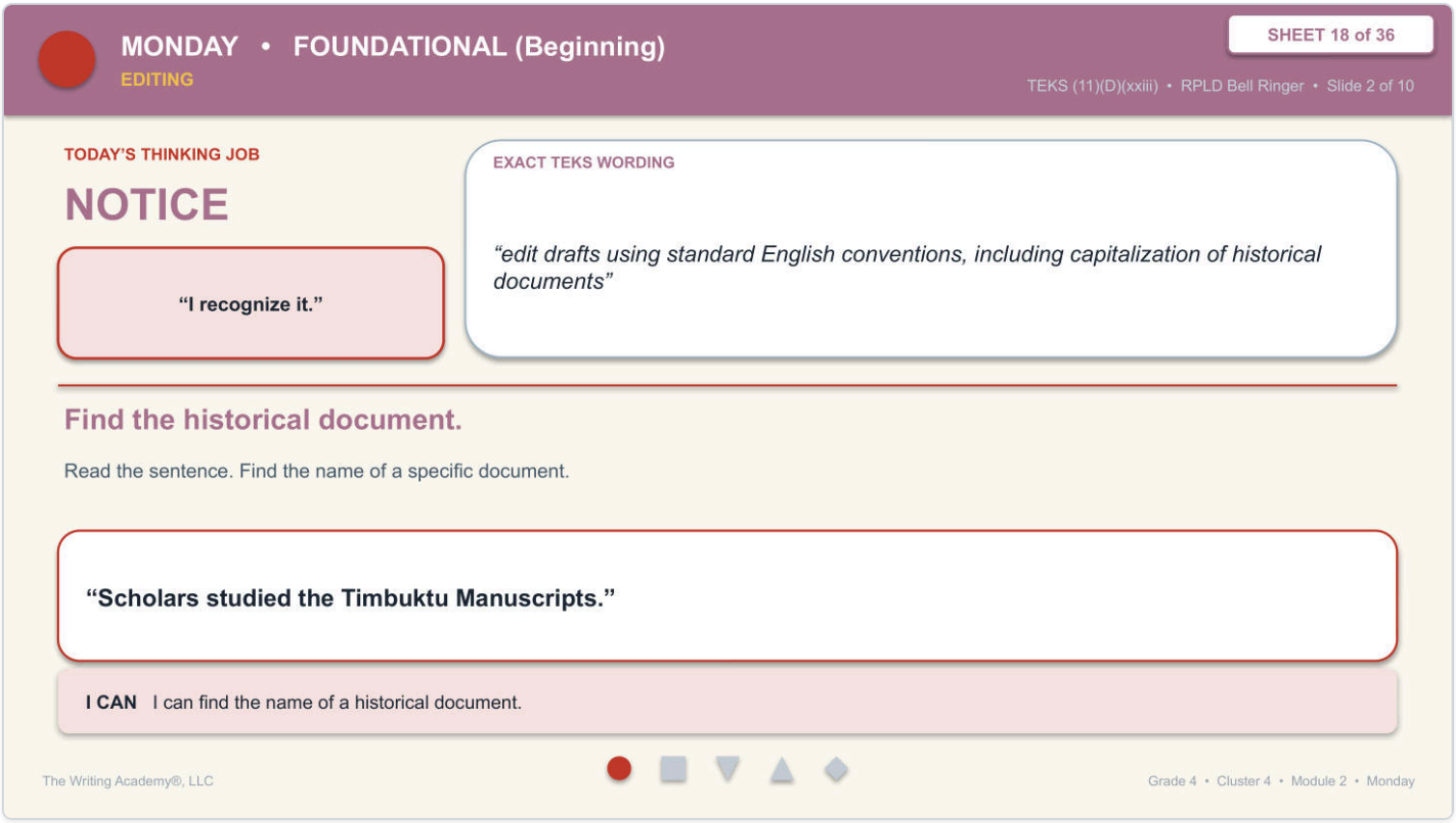
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

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

NOTE: This week: capitalize historical documents, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Historical Documents slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Historical Documents · Teacher Script · 21



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

~2 min

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

"Let's warm up our editing eyes. Find the historical document. Read the sentence. Find the name of a specific document."

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

"Read this with me: 'Scholars studied the Timbuktu Manuscripts.'"

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

ANSWER KEY: The historical document is the Timbuktu Manuscripts; it names a specific document and is capitalized.

(11)(D)(xxiii) · Capitalize Historical Documents · 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 historical document is the Timbuktu Manuscripts; it names a specific document and is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize historical documents 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.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 18 of 36

TEKS (11)(D)(xxiii) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of historical documents"

Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

"Mali's history is saved in the (timbuktu manuscripts / Timbuktu Manuscripts)."

I CAN I can choose the correctly capitalized document name.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

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

"Read this with me: 'Mali's history is saved in the (timbuktu manuscripts / Timbuktu Manuscripts).'"

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

ANSWER KEY: "Timbuktu Manuscripts" is correct because it names one specific document.

(11)(D)(xxiii) · Capitalize Historical Documents · 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, "Timbuktu Manuscripts" is correct because it names one specific document.

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?"

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 18 of 36

TEKS (11)(D)(xxiii) • RPLD Bell Ringer • Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of historical documents"

Fix the capital letters.

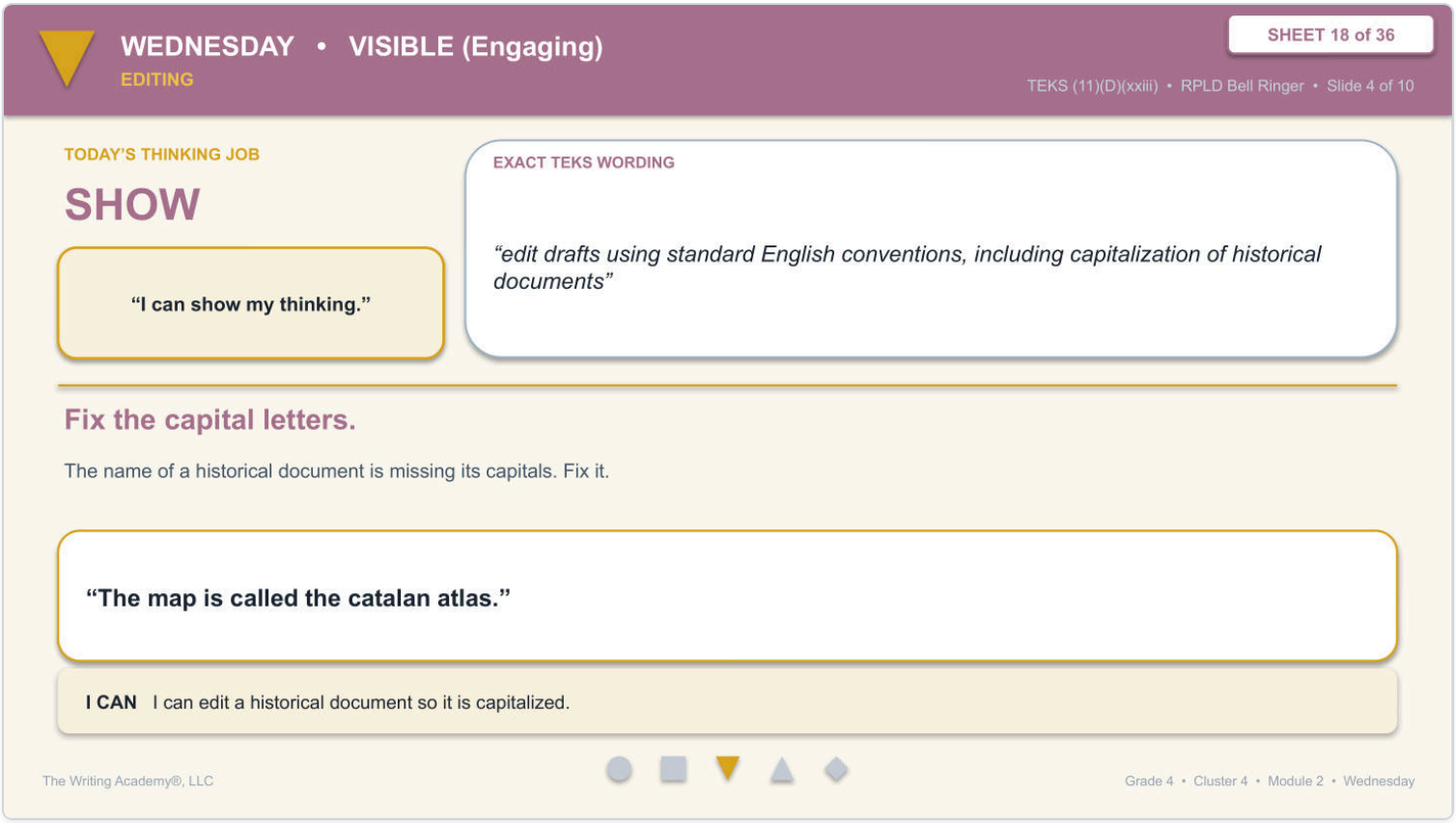
The name of a historical document is missing its capitals. Fix it.

"The map is called the catalan atlas."

I CAN I can edit a historical document so it is capitalized.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Module 2 • Wednesday



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging) ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The name of a historical document is missing its capitals. Fix it."

"Read this with me: 'The map is called the catalan atlas.'"

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

ANSWER KEY: "The map is called the Catalan Atlas." The document name is capitalized.

(11)(D)(xxiii) · Capitalize Historical Documents · 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, "The map is called the Catalan Atlas." The document name 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

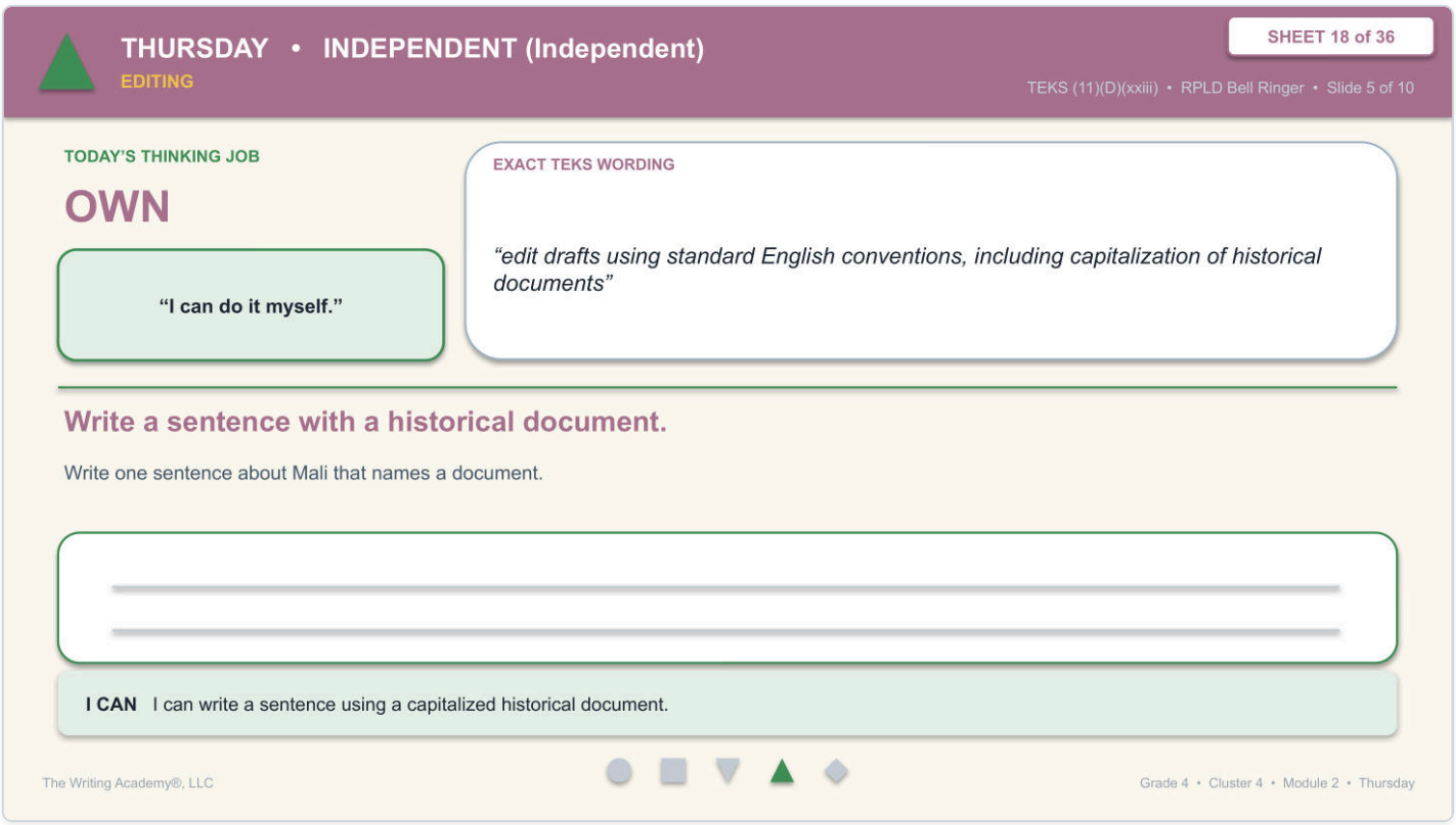
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about Mali that names a document."

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

ANSWER KEY: Sample: "The Timbuktu Manuscripts teach us about Mali." The document is capitalized.

(11)(D)(xxiii) · Capitalize Historical Documents · 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, Sample: "The Timbuktu Manuscripts teach us about Mali." The document is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of historical documents"

Explain why it is capitalized.

Tell why the document name is capitalized.

I CAN I can explain why a historical document is capitalized.

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

~5 min

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

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

""

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

ANSWER KEY: It names one specific document, so it is capitalized like a name.

(11)(D)(xxiii) · Capitalize Historical Documents · 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, It names one specific document, so it is capitalized like a name.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxiii) • Capitalize Historical Documents

SHEET 18 of 36

Slide 7 of 10

Complete the **capitalization of historical documents** 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 historical documents**	"Scholars studied the **Timbuktu Manuscripts**." *Timbuktu Manuscripts names a specific historical document, so it is capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 18 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, Timbuktu Manuscripts names a specific historical document, so it is capitalized.

(11)(D)(xxiii) · Capitalize Historical Documents · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxiii) • Capitalize Historical Documents

SHEET 18 of 36

Slide 8 of 10

NOTICE Monday	The historical document is the Timbuktu Manuscripts; it names a specific document and is capitalized.
CHOOSE Tuesday	“Timbuktu Manuscripts” is correct because it names one specific document.
SHOW Wednesday	“The map is called the Catalan Atlas.” The document name is capitalized.
OWN Thursday	Sample: “The Timbuktu Manuscripts teach us about Mali.” The document is capitalized.
DEFEND Friday	It names one specific document, so it is capitalized like a name.

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 historical document is the Timbuktu Manuscripts; it names a specific document and is capitalized. Emergent, “Timbuktu Manuscripts” is correct because it names one specific document. Visible, “The map is called the Catalan Atlas.” The document name is capitalized. Independent, Sample: “The Timbuktu Manuscripts teach us about Mali.” The document is capitalized. Reflective, It names one specific document, so it is capitalized like a name.*

ANSWER KEY: The historical document is the Timbuktu Manuscripts; it names a specific document and is capitalized. · “Timbuktu Manuscripts” is correct because it names one specific document. · “The map is called the Catalan Atlas.” The document name is capitalized. · Sample: “The Timbuktu Manuscripts teach us about Mali.” The document is capitalized. · It names one specific document, so it is capitalized like a name.

(11)(D)(xxiii) · Capitalize Historical Documents · 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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Historical Documents · Teacher Script · 28

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxiii) • Capitalize Historical Documents

Read this part of a student's draft.

(1) Mali's stories were saved in the timbuktu manuscripts.

Sentence 1 is written incorrectly. What change should be made?

A Change timbuktu manuscripts to Timbuktu Manuscripts

B Change stories to storys

C Change saved to save

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Mali's stories were saved in the timbuktu manuscripts. Now, sentence 1 is written incorrectly. What change should be made?"

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

NOTE: Revealed on the next slide.

(11)(D)(xxiii) · Capitalize Historical Documents · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxiii) • Capitalize Historical Documents

Correct answer: A Change timbuktu manuscripts to Timbuktu Manuscripts

WHY THIS IS CORRECT

Timbuktu Manuscripts names a specific historical document, so it must be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Stories is the correct plural spelling. Saved is the correct past tense. There is an error to fix, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change timbuktu manuscripts to Timbuktu Manuscripts. Timbuktu Manuscripts names a specific historical document, so it must be capitalized."

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

"Stories is the correct plural spelling. Saved is the correct past tense. There is an error to fix, so Make no change is wrong."

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

ANSWER KEY: A, Change timbuktu manuscripts to Timbuktu Manuscripts

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Historical Documents · Teacher Script · 30

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of historical periods"

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the name of a historical period** because it names a specific time in history.
Periods like the **Middle Ages** and the **Golden Age of Mali** are capitalized.
A general time word like century or era stays lowercase unless it is part of the name.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
A named historical period is capitalized: the **Middle Ages**, the **Golden Age of Mali**.

WHERE IT APPEARS: In a sentence about Mali, the name of a historical period is capitalized.

This deck teaches **Capitalize Historical Periods** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Historical Periods

~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 capitalize historical periods, the standard says: 'edit drafts using standard English conventions, including capitalization of historical periods.'"

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

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

NOTE: This week: capitalize historical periods, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Historical Periods slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 18 of 36

TEKS (11)(D)(xxi) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of historical periods"

Find the historical period.

Read the sentence. Find the name of a specific period in history.

"Mali grew rich during the Middle Ages."

I CAN I can find the name of a historical period.

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

~2 min

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

"Let's warm up our editing eyes. Find the historical period. Read the sentence. Find the name of a specific period in history."

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

"Read this with me: 'Mali grew rich during the Middle Ages.'"

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

ANSWER KEY: The historical period is the Middle Ages; it names a specific time and is capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The historical period is the Middle Ages; it names a specific time and is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize historical periods 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.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 18 of 36

TEKS (11)(D)(xxi) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of historical periods"

Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

"Mali thrived in the (middle ages / Middle Ages)."

I CAN I can choose the correctly capitalized period name.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

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

"Read this with me: 'Mali thrived in the (middle ages / Middle Ages).'"

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

ANSWER KEY: "Middle Ages" is correct because it names one specific period.

(11)(D)(xxi) · Capitalize Historical Periods · 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, "Middle Ages" is correct because it names one specific period.

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 historical periods"

Fix the capital letters.

The name of a historical period is missing its capitals. Fix it.

"This was the golden age of mali."

I CAN I can edit a historical period so it is capitalized.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The name of a historical period is missing its capitals. Fix it."

"Read this with me: 'This was the golden age of mali.'"

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

ANSWER KEY: "This was the Golden Age of Mali." The period name is capitalized.

(11)(D)(xxi) · Capitalize Historical Periods · 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, "This was the Golden Age of Mali." The period name 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

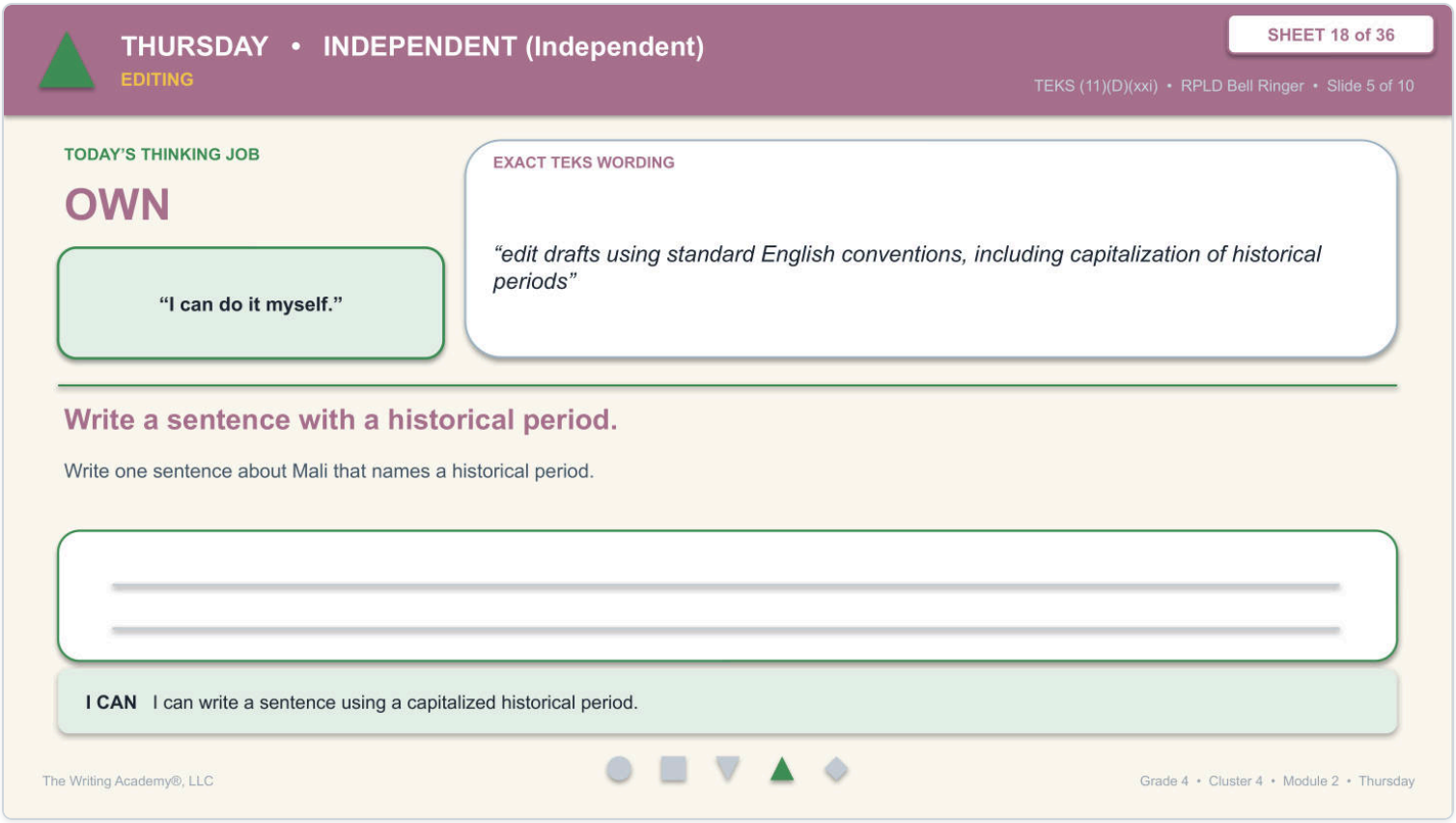
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



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

~4 min

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

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

"Read this one: Write one sentence about Mali that names a historical period."

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

ANSWER KEY: Sample: "Mansa Musa ruled during the Golden Age of Mali." The period is capitalized.

(11)(D)(xxi) · Capitalize Historical Periods · 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, Sample: "Mansa Musa ruled during the Golden Age of Mali." The period is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of historical periods"

Explain why it is capitalized.

Tell why the period name is capitalized.

I CAN I can explain why a historical period is capitalized.

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

~5 min

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

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

""

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

ANSWER KEY: It names one specific time in history, so it is capitalized like a name.

(11)(D)(xxi) · Capitalize Historical Periods · 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, It names one specific time in history, so it is capitalized like a name.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Historical Periods · Teacher Script · 36

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxi) • Capitalize Historical Periods

SHEET 18 of 36

Slide 7 of 10

Complete the **capitalization of historical periods** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxi) edit drafts using standard English conventions, including **capitalization of historical periods**	"Mali grew rich during the **Middle Ages**." *Middle Ages names a specific historical period, so it is capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 18 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, Middle Ages names a specific historical period, so it is capitalized.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxi) • Capitalize Historical Periods

SHEET 18 of 36

Slide 8 of 10

NOTICE Monday	The historical period is the Middle Ages; it names a specific time and is capitalized.
CHOOSE Tuesday	“Middle Ages” is correct because it names one specific period.
SHOW Wednesday	“This was the Golden Age of Mali.” The period name is capitalized.
OWN Thursday	Sample: “Mansa Musa ruled during the Golden Age of Mali.” The period is capitalized.
DEFEND Friday	It names one specific time in history, so it is capitalized like a name.

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 historical period is the Middle Ages; it names a specific time and is capitalized. Emergent, “Middle Ages” is correct because it names one specific period. Visible, “This was the Golden Age of Mali.” The period name is capitalized. Independent, Sample: “Mansa Musa ruled during the Golden Age of Mali.” The period is capitalized. Reflective, It names one specific time in history, so it is capitalized like a name.*

ANSWER KEY: The historical period is the Middle Ages; it names a specific time and is capitalized. · “Middle Ages” is correct because it names one specific period. · “This was the Golden Age of Mali.” The period name is capitalized. · Sample: “Mansa Musa ruled during the Golden Age of Mali.” The period is capitalized. · It names one specific time in history, so it is capitalized like a name.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxi) • Capitalize Historical Periods

SHEET 18 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) Mali became powerful during the middle ages.

What change should be made in sentence 1?

A Change middle ages to Middle Ages

B Change Mali to mali

C Change powerful to powerfull

D Make no change

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Mali became powerful during the middle ages. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

(11)(D)(xxi) · Capitalize Historical Periods · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxi) • Capitalize Historical Periods

Correct answer: A Change middle ages to Middle Ages

WHY THIS IS CORRECT

Middle Ages names a specific historical period, so it must be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Mali is a proper noun and stays capitalized. Powerful is already spelled correctly. There is an error to fix, so Make no change is wrong.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change middle ages to Middle Ages. Middle Ages names a specific historical period, so it must be capitalized."

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

"Mali is a proper noun and stays capitalized. Powerful is already spelled correctly. There is an error to fix, so Make no change is wrong."

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

ANSWER KEY: A, Change middle ages to Middle Ages

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of titles of stories"

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the important words in the title of a story**.
I capitalize the first word, the last word, and every important word: **The Journey to Mecca**.
Small words like to, of, and the stay lowercase unless they begin the title.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
In a story title, capitalize the important words: **The Journey to Mecca**.

WHERE IT APPEARS: In a sentence about a story on Mali, the important words in the title are capitalized.

This deck teaches **Capitalize Titles of Stories** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Titles of Stories

~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 capitalize titles of stories, the standard says: 'edit drafts using standard English conventions, including capitalization of titles of stories.'"

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

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

NOTE: This week: capitalize titles of stories, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Titles of Stories slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Titles of Stories · Teacher Script · 41

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 19 of 36

TEKS (11)(D)(xxv) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of titles of stories"

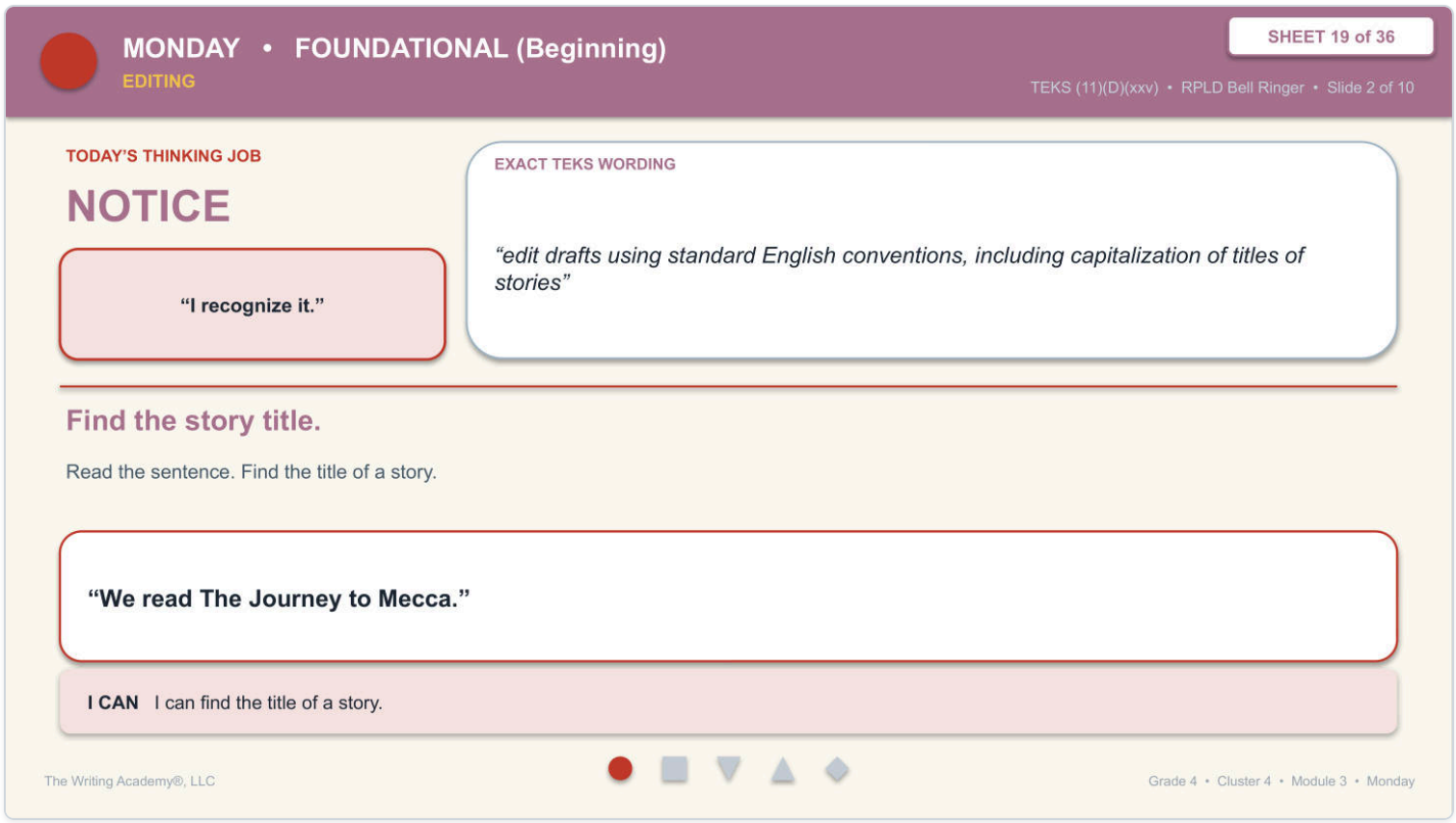
Find the story title.

Read the sentence. Find the title of a story.

"We read The Journey to Mecca."

I CAN I can find the title of a story.

The Writing Academy®, LLC



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

~2 min

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

"Let's warm up our editing eyes. Find the story title. Read the sentence. Find the title of a story."

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

"Read this with me: 'We read The Journey to Mecca.'"

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

ANSWER KEY: The story title is The Journey to Mecca; its important words are capitalized.

(11)(D)(xxv) · Capitalize Titles of Stories · 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 story title is The Journey to Mecca; its important words are capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize titles of stories 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 19 of 36

TEKS (11)(D)(xxv) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of titles of stories"

Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

"She wrote (the journey to mecca / The Journey to Mecca)."

I CAN I can choose a correctly capitalized story title.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

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

"Read this with me: 'She wrote (the journey to mecca / The Journey to Mecca).'"

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

ANSWER KEY: "The Journey to Mecca" is correct because the important words are capitalized.

(11)(D)(xxv) · Capitalize Titles of Stories · 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, "The Journey to Mecca" is correct because the important words are 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 titles of stories"

Fix the capital letters.

The important words in the story title are not capitalized. Fix them.

"I liked the golden king."

I CAN I can edit a story title so the important words are capitalized.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The important words in the story title are not capitalized. Fix them."

"Read this with me: 'I liked the golden king.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "I liked The Golden King." The important words are capitalized.

(11)(D)(xxv) · Capitalize Titles of Stories · 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, "I liked The Golden King." The important 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

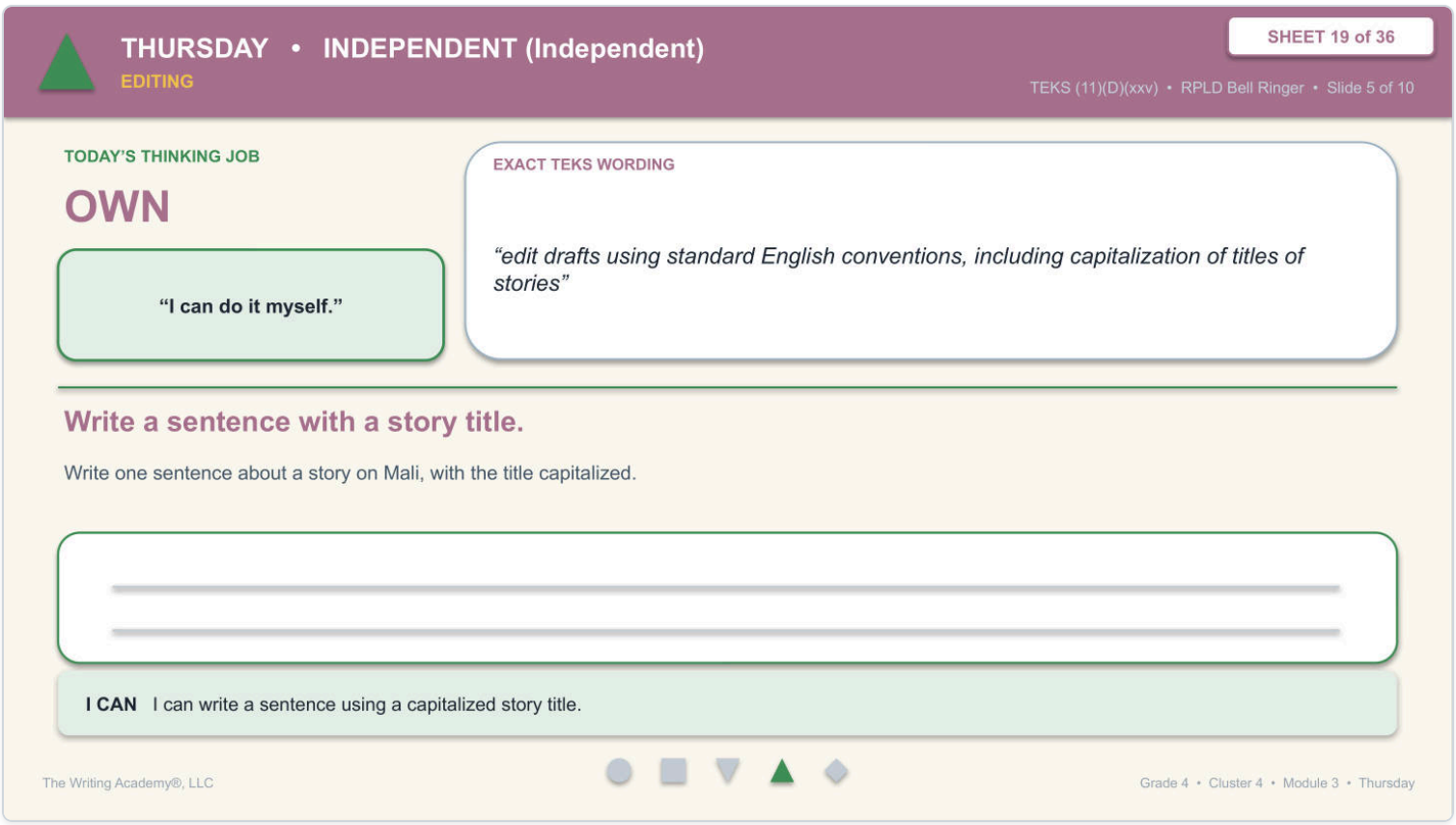
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a story on Mali, with the title 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: Sample: "My class enjoyed The King Who Shared Gold." The title's important words are capitalized.

(11)(D)(xxv) · Capitalize Titles of Stories · 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, Sample: "My class enjoyed The King Who Shared Gold." The title's important words are 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 titles of stories"

Explain why it is capitalized.

Tell why the important words in the title are capitalized.

I CAN I can explain how to capitalize a story title.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A story title capitalizes its important words, but small words like to stay lowercase.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A story title capitalizes its important words, but small words like to stay lowercase.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxv) • Capitalize Titles of Stories

SHEET 19 of 36

Slide 7 of 10

Complete the **capitalization of titles of stories** 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 titles of stories**	"We read **The Journey to Mecca**." *The important words in the story title are capitalized; to stays lowercase.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 19 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, The important words in the story title are capitalized; to stays lowercase.

(11)(D)(xxv) · Capitalize Titles of Stories · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxv) • Capitalize Titles of Stories

SHEET 19 of 36

Slide 8 of 10

NOTICE Monday	The story title is The Journey to Mecca; its important words are capitalized.
CHOOSE Tuesday	“The Journey to Mecca” is correct because the important words are capitalized.
SHOW Wednesday	“I liked The Golden King.” The important words are capitalized.
OWN Thursday	Sample: “My class enjoyed The King Who Shared Gold.” The title's important words are capitalized.
DEFEND Friday	A story title capitalizes its important words, but small words like to stay lowercase.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The story title is The Journey to Mecca; its important words are capitalized. Emergent, “The Journey to Mecca” is correct because the important words are capitalized. Visible, “I liked The Golden King.” The important words are capitalized. Independent, Sample: “My class enjoyed The King Who Shared Gold.” The title's important words are capitalized. Reflective, A story title capitalizes its important words, but small words like to stay lowercase.*

ANSWER KEY: The story title is The Journey to Mecca; its important words are capitalized. · “The Journey to Mecca” is correct because the important words are capitalized. · “I liked The Golden King.” The important words are capitalized. · Sample: “My class enjoyed The King Who Shared Gold.” The title's important words are capitalized. · A story title capitalizes its important words, but small words like to stay lowercase.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxv) • Capitalize Titles of Stories

SHEET 19 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The class read the journey to Mecca last week.

What change should be made in sentence 1?

A Change the journey to Mecca to The Journey to Mecca

B Change class to classes

C Change week to Week

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The class read the journey to Mecca last week. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D)(xxv) · Capitalize Titles of Stories · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxv) • Capitalize Titles of Stories

Correct answer: A Change the journey to Mecca to The Journey to Mecca

WHY THIS IS CORRECT

The story title should capitalize its important words: The Journey to Mecca.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Class already names one and is correct. Week is a common noun and stays lowercase. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change the journey to Mecca to The Journey to Mecca. The story title should capitalize its important words: The Journey to Mecca."

▸ *Walk through why the other choices are traps.*

"Class already names one and is correct. Week is a common noun and stays lowercase. There is an error to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change the journey to Mecca to The Journey to Mecca

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of titles of essays"

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the important words in the title of an essay**.
I capitalize the first word, the last word, and every important word: **Why Mansa Musa Mattered**.
Small words like why can begin a title in capitals, but of and the stay lowercase in the middle.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
In an essay title, capitalize the important words: **Why Mansa Musa Mattered**.

WHERE IT APPEARS: In a sentence about an essay on Mali, the important words in the title are capitalized.

This deck teaches **Capitalize Titles of Essays** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Titles of Essays

~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 capitalize titles of essays, the standard says: 'edit drafts using standard English conventions, including capitalization of titles of essays.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: capitalize titles of essays, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Titles of Essays 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 titles of essays"

Find the essay title.

Read the sentence. Find the title of an essay.

"I wrote Why Mansa Musa Mattered."

I CAN I can find the title of an essay.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the essay title. Read the sentence. Find the title of an essay."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'I wrote Why Mansa Musa Mattered.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The essay title is Why Mansa Musa Mattered; its important words are capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The essay title is Why Mansa Musa Mattered; its important words are capitalized.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalize titles of essays" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize titles of essays 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 titles of essays"

Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

"He titled it (why mansa musa mattered / Why Mansa Musa Mattered)."

I CAN I can choose a correctly capitalized essay title.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'He titled it (why mansa musa mattered / Why Mansa Musa Mattered).'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Why Mansa Musa Mattered" is correct because the important words are capitalized.

(11)(D)(xxvi) · Capitalize Titles of Essays · 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, "Why Mansa Musa Mattered" is correct because the important words are 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 titles of essays"

Fix the capital letters.

The important words in the essay title are not capitalized. Fix them.

"My essay is the power of mali."

I CAN I can edit an essay title so the important words are capitalized.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The important words in the essay title are not capitalized. Fix them."

"Read this with me: 'My essay is the power of mali.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "My essay is The Power of Mali." The important words are capitalized.

(11)(D)(xxvi) · Capitalize Titles of Essays · 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, "My essay is The Power of Mali." The important 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

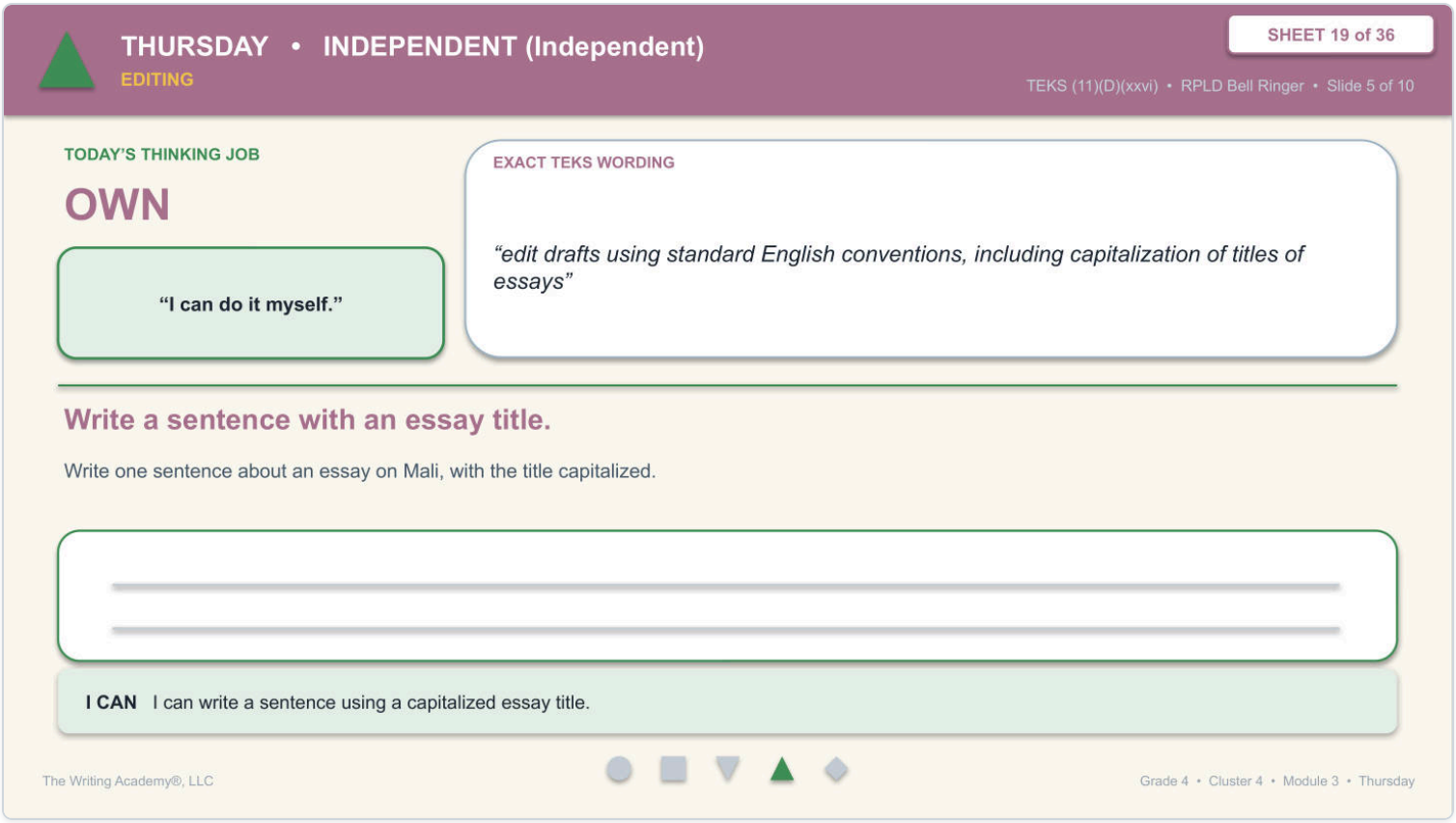
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about an essay on Mali, with the title 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: Sample: "I titled my essay A Leader Who Gave." The title's important words are capitalized.

(11)(D)(xxvi) · Capitalize Titles of Essays · 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, Sample: "I titled my essay A Leader Who Gave." The title's important words are 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 titles of essays"

Explain why it is capitalized.

Tell why the important words in the title are capitalized.

I CAN I can explain how to capitalize an essay title.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: An essay title capitalizes its important words, but small words like of stay lowercase.

(11)(D)(xxvi) · Capitalize Titles of Essays · 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, An essay title capitalizes its important words, but small words like of stay lowercase.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxvi) • Capitalize Titles of Essays

SHEET 19 of 36

Slide 7 of 10

Complete the **capitalization of titles of essays** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxvi) edit drafts using standard English conventions, including **capitalization of titles of essays**	"I wrote **Why Mansa Musa Mattered**." *The important words in the essay title are capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 19 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, The important words in the essay title are capitalized.

(11)(D)(xxvi) · Capitalize Titles of Essays · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxvi) • Capitalize Titles of Essays

SHEET 19 of 36

Slide 8 of 10

NOTICE Monday	The essay title is Why Mansa Musa Mattered; its important words are capitalized.
CHOOSE Tuesday	“Why Mansa Musa Mattered” is correct because the important words are capitalized.
SHOW Wednesday	“My essay is The Power of Mali.” The important words are capitalized.
OWN Thursday	Sample: “I titled my essay A Leader Who Gave.” The title's important words are capitalized.
DEFEND Friday	An essay title capitalizes its important words, but small words like of stay lowercase.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The essay title is Why Mansa Musa Mattered; its important words are capitalized. Emergent, “Why Mansa Musa Mattered” is correct because the important words are capitalized. Visible, “My essay is The Power of Mali.” The important words are capitalized. Independent, Sample: “I titled my essay A Leader Who Gave.” The title's important words are capitalized. Reflective, An essay title capitalizes its important words, but small words like of stay lowercase.*

ANSWER KEY: The essay title is Why Mansa Musa Mattered; its important words are capitalized. · “Why Mansa Musa Mattered” is correct because the important words are capitalized. · “My essay is The Power of Mali.” The important words are capitalized. · Sample: “I titled my essay A Leader Who Gave.” The title's important words are capitalized. · An essay title capitalizes its important words, but small words like of stay lowercase.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxvi) • Capitalize Titles of Essays

SHEET 19 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) She wrote an essay called the wealth of mali.

What change should be made in sentence 1?

A Change the wealth of mali to The Wealth of Mali

B Change essay to Essay

C Change wrote to write

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: She wrote an essay called the wealth of mali. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D)(xxvi) · Capitalize Titles of Essays · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxvi) • Capitalize Titles of Essays

Correct answer: A Change the wealth of mali to The Wealth of Mali

WHY THIS IS CORRECT

The essay title should capitalize its important words: The Wealth of Mali.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Essay is a common noun and stays lowercase. Wrote is the correct past tense. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change the wealth of mali to The Wealth of Mali. The essay title should capitalize its important words: The Wealth of Mali."

▸ *Walk through why the other choices are traps.*

"Essay is a common noun and stays lowercase. Wrote is the correct past tense. There is an error to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change the wealth of mali to The Wealth of Mali

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of titles of books"

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the important words in the title of a book**.
I capitalize the first word, the last word, and every important word: **The Kingdom of Mali**.
Small words like of, the, and and stay lowercase unless they begin the title.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
In a book title, capitalize the important words: **The Kingdom of Mali**.

WHERE IT APPEARS: In a sentence about a book on Mali, the important words in the title are capitalized.

This deck teaches **Capitalize Titles of Books** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Titles of Books

~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 capitalize titles of books, the standard says: 'edit drafts using standard English conventions, including capitalization of titles of books.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: capitalize titles of books, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Titles of Books slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Titles of Books · Teacher Script · 61

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 19 of 36

TEKS (11)(D)(xxiv) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of titles of books"

Find the book title.

Read the sentence. Find the title of a book.

"I read The Kingdom of Mali."

I CAN I can find the title of a book.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the book title. Read the sentence. Find the title of a book."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'I read The Kingdom of Mali.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The book title is The Kingdom of Mali; its important words are capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The book title is The Kingdom of Mali; its important words are capitalized.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalize titles of books" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize titles of books 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 titles of books"

Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

"She read (the kingdom of mali / The Kingdom of Mali)."

I CAN I can choose a correctly capitalized book title.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'She read (the kingdom of mali / The Kingdom of Mali).'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "The Kingdom of Mali" is correct because the important words are capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "The Kingdom of Mali" is correct because the important words are 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 titles of books"

Fix the capital letters.

The important words in the book title are not capitalized. Fix them.

"We read mansa musa and his gold."

I CAN I can edit a book title so the important words are capitalized.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The important words in the book title are not capitalized. Fix them."

"Read this with me: 'We read mansa musa and his gold.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "We read Mansa Musa and His Gold." The important words are capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "We read Mansa Musa and His Gold." The important 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.

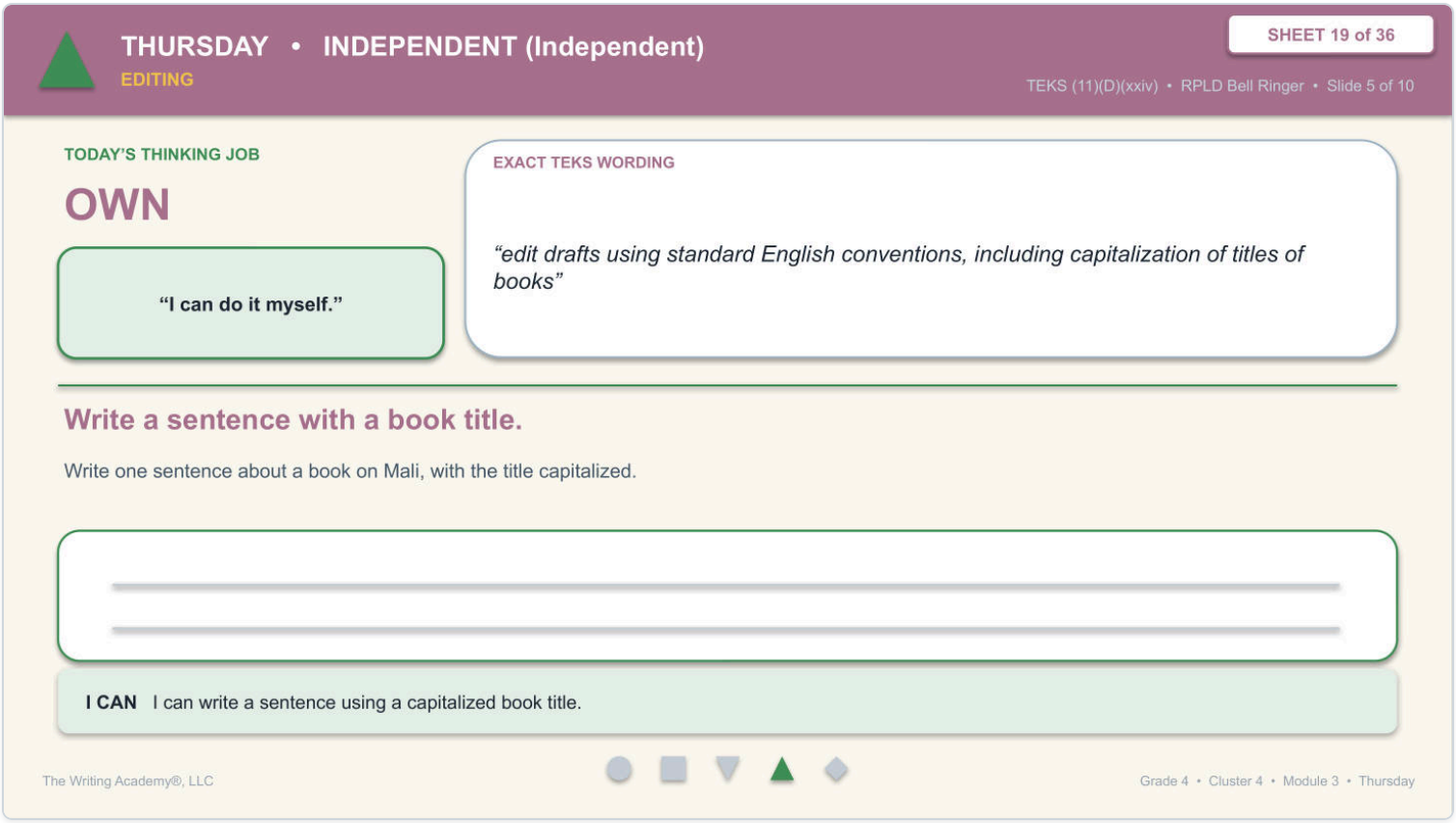
RPLD EVIDENCE & ADVICE

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Titles of Books · Teacher Script · 64



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a book on Mali, with the title 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: Sample: "My favorite book is The Rich King of Mali." The title's important words are capitalized.

(11)(D)(xxiv) · Capitalize Titles of Books · 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, Sample: "My favorite book is The Rich King of Mali." The title's important words are 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.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 19 of 36

TEKS (11)(D)(xxiv) • RPLD Bell Ringer • Slide 6 of 10

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 titles of books"

Explain why it is capitalized.

Tell why the important words in the title are capitalized.

I CAN I can explain how to capitalize a book title.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Module 3 • Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A book title capitalizes its important words, but small words like of stay lowercase.

(11)(D)(xxiv) · Capitalize Titles of Books · 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, A book title capitalizes its important words, but small words like of stay lowercase.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxiv) • Capitalize Titles of Books

SHEET 19 of 36

Slide 7 of 10

Complete the **capitalization of titles of books** 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 titles of books**	"I read **The Kingdom of Mali**." *The important words in the book title are capitalized; of stays lowercase.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 19 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, The important words in the book title are capitalized; of stays lowercase.

(11)(D)(xxiv) · Capitalize Titles of Books · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxiv) • Capitalize Titles of Books

SHEET 19 of 36

Slide 8 of 10

NOTICE Monday	The book title is The Kingdom of Mali; its important words are capitalized.
CHOOSE Tuesday	“The Kingdom of Mali” is correct because the important words are capitalized.
SHOW Wednesday	“We read Mansa Musa and His Gold.” The important words are capitalized.
OWN Thursday	Sample: “My favorite book is The Rich King of Mali.” The title's important words are capitalized.
DEFEND Friday	A book title capitalizes its important words, but small words like of stay lowercase.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The book title is The Kingdom of Mali; its important words are capitalized. Emergent, “The Kingdom of Mali” is correct because the important words are capitalized. Visible, “We read Mansa Musa and His Gold.” The important words are capitalized. Independent, Sample: “My favorite book is The Rich King of Mali.” The title's important words are capitalized. Reflective, A book title capitalizes its important words, but small words like of stay lowercase.*

ANSWER KEY: The book title is The Kingdom of Mali; its important words are capitalized. · “The Kingdom of Mali” is correct because the important words are capitalized. · “We read Mansa Musa and His Gold.” The important words are capitalized. · Sample: “My favorite book is The Rich King of Mali.” The title's important words are capitalized. · A book title capitalizes its important words, but small words like of stay lowercase.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Titles of Books · Teacher Script · 68

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxiv) • Capitalize Titles of Books

Read this part of a student's draft.

(1) Our class read the kingdom of Mali together.

What change should be made in sentence 1?

A Change the kingdom of Mali to The Kingdom of Mali

B Change class to Class

C Change read to red

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Our class read the kingdom of Mali together. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxiv) • Capitalize Titles of Books

Correct answer: A Change the kingdom of Mali to The Kingdom of Mali

WHY THIS IS CORRECT

The book title should capitalize its important words: The Kingdom of Mali.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Class is a common noun and stays lowercase. Read is the correct word, not the color red. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change the kingdom of Mali to The Kingdom of Mali. The book title should capitalize its important words: The Kingdom of Mali."

▸ *Walk through why the other choices are traps.*

"Class is a common noun and stays lowercase. Read is the correct word, not the color red. There is an error to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change the kingdom of Mali to The Kingdom of Mali

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Titles of Books · Teacher Script · 70

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of nationalities"

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize a nationality** because it comes from the name of a country or place.
Nationalities like **Malian**, **Egyptian**, and **American** are capitalized.
A nationality is capitalized anywhere in a sentence, not just at the beginning.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
A nationality is capitalized: **Malian**, **Egyptian**, **American**.

WHERE IT APPEARS: In a sentence about Mali, a nationality is capitalized.

This deck teaches **Capitalize Nationalities** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Nationalities

~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 capitalize nationalities, the standard says: 'edit drafts using standard English conventions, including capitalization of nationalities.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: capitalize nationalities, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Nationalities slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 20 of 36

TEKS (11)(D)(xxix) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of nationalities"

Find the nationality.

Read the sentence. Find the word that names a nationality.

"The Malian traders were respected."

I CAN I can find a nationality in a sentence.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the nationality. Read the sentence. Find the word that names a nationality."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The Malian traders were respected.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The nationality is Malian; it is capitalized because it comes from the country Mali.

(11)(D)(xxix) · Capitalize Nationalities · 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 nationality is Malian; it is capitalized because it comes from the country Mali.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalize nationalities" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize nationalities 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.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 20 of 36

TEKS (11)(D)(xxix) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of nationalities"

Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

"Mansa Musa was a (malian / Malian) ruler."

I CAN I can choose the correctly capitalized nationality.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Mansa Musa was a (malian / Malian) ruler.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Malian" is correct because a nationality is capitalized.

(11)(D)(xxix) · Capitalize Nationalities · 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, "Malian" is correct because a nationality is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of nationalities"

Fix the capital letter.

A nationality is missing its capital. Fix it.

"He met many egyptian traders."

I CAN I can edit a nationality so it is capitalized.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A nationality is missing its capital. Fix it."

"Read this with me: 'He met many egyptian traders.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "He met many Egyptian traders." The nationality is capitalized.

(11)(D)(xxix) · Capitalize Nationalities · 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, "He met many Egyptian traders." The nationality 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

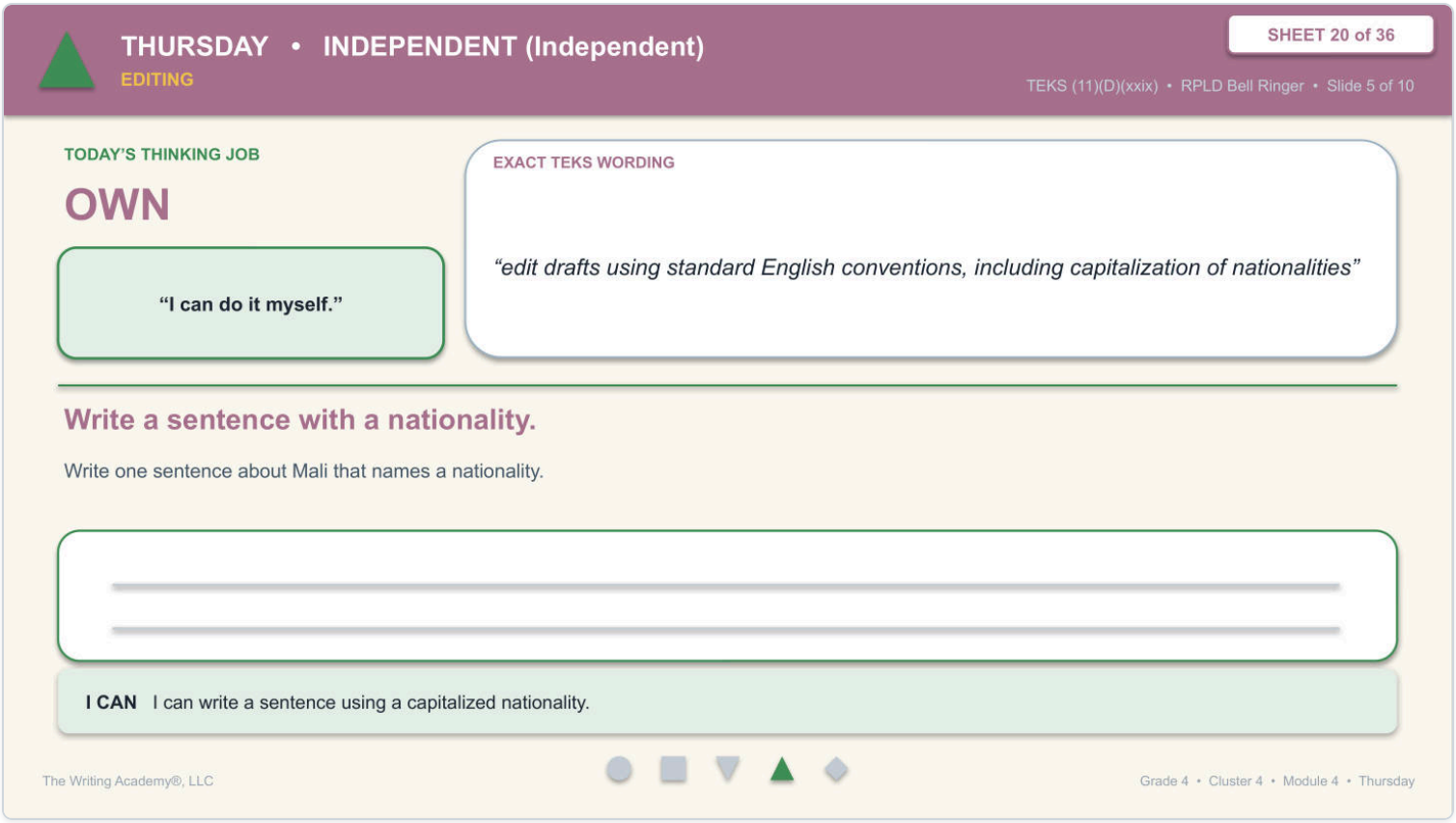
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Mali that names a nationality."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The Malian people were proud of their king." The nationality is capitalized.

(11)(D)(xxix) · Capitalize Nationalities · 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, Sample: "The Malian people were proud of their king." The nationality is capitalized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of nationalities"

Explain why it is capitalized.

Tell why the nationality is capitalized.

I CAN I can explain why a nationality is capitalized.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: It comes from the name of a country, a proper noun, so the nationality is capitalized.

(11)(D)(xxix) · Capitalize Nationalities · 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, It comes from the name of a country, a proper noun, so the nationality is capitalized.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxix) • Capitalize Nationalities

SHEET 20 of 36

Slide 7 of 10

Complete the **capitalization of nationalities** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxix) edit drafts using standard English conventions, including **capitalization of nationalities**	"The **Malian** traders were respected." *Malian comes from Mali, a proper noun, so the nationality is capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 20 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, Malian comes from Mali, a proper noun, so the nationality is capitalized.

(11)(D)(xxix) · Capitalize Nationalities · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxix) • Capitalize Nationalities

SHEET 20 of 36

Slide 8 of 10

NOTICE Monday	The nationality is Malian; it is capitalized because it comes from the country Mali.
CHOOSE Tuesday	“Malian” is correct because a nationality is capitalized.
SHOW Wednesday	“He met many Egyptian traders.” The nationality is capitalized.
OWN Thursday	Sample: “The Malian people were proud of their king.” The nationality is capitalized.
DEFEND Friday	It comes from the name of a country, a proper noun, so the nationality is capitalized.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The nationality is Malian; it is capitalized because it comes from the country Mali. Emergent, “Malian” is correct because a nationality is capitalized. Visible, “He met many Egyptian traders.” The nationality is capitalized. Independent, Sample: “The Malian people were proud of their king.” The nationality is capitalized. Reflective, It comes from the name of a country, a proper noun, so the nationality is capitalized.*

ANSWER KEY: The nationality is Malian; it is capitalized because it comes from the country Mali. · “Malian” is correct because a nationality is capitalized. · “He met many Egyptian traders.” The nationality is capitalized. · Sample: “The Malian people were proud of their king.” The nationality is capitalized. · It comes from the name of a country, a proper noun, so the nationality is capitalized.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Nationalities · Teacher Script · 78

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxix) • Capitalize Nationalities

SHEET 20 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The malian traders carried gold across the desert.

What change should be made in sentence 1?

A Change malian to Malian

B Change traders to traders'

C Change carried to carry

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The malian traders carried gold across the desert. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxix) • Capitalize Nationalities

SHEET 20 of 36

Slide 10 of 10

Correct answer: A Change malian to Malian

WHY THIS IS CORRECT

Malian is a nationality that comes from the country Mali, so it must be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Traders is a plural noun and needs no apostrophe. Carried is the correct past tense. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change malian to Malian. Malian is a nationality that comes from the country Mali, so it must be capitalized."

▸ *Walk through why the other choices are traps.*

"Traders is a plural noun and needs no apostrophe. Carried is the correct past tense. There is an error to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change malian to Malian

(11)(D)(xxix) · Capitalize Nationalities · 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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of languages"

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the name of a language** because it comes from a proper noun.
Languages like **Arabic**, **English**, and **French** are always capitalized.
The name of a language is capitalized anywhere in a sentence, not just at the beginning.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
The name of a language is always capitalized: **Arabic**, **English**, **French**.

WHERE IT APPEARS: In a sentence about Mali, the name of a language is capitalized.

This deck teaches **Capitalize Languages** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Languages

~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 capitalize languages, the standard says: 'edit drafts using standard English conventions, including capitalization of languages.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: capitalize languages, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Languages slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 20 of 36

TEKS (11)(D)(xxvii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of languages"

Find the language.

Read the sentence. Find the name of a language.

"Many traders in Mali spoke Arabic."

I CAN I can find the name of a language.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the language. Read the sentence. Find the name of a language."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Many traders in Mali spoke Arabic.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The language is Arabic; it is capitalized because it comes from a proper noun.

(11)(D)(xxvii) · Capitalize Languages · 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 language is Arabic; it is capitalized because it comes from a proper noun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalize languages" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize languages 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 20 of 36

TEKS (11)(D)(xxvii) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of languages"

Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

"Scholars wrote in (arabic / Arabic)."

I CAN I can choose the correctly capitalized language name.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Scholars wrote in (arabic / Arabic).'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Arabic" is correct because a language name is always capitalized.

(11)(D)(xxvii) · Capitalize Languages · 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, "Arabic" is correct because a language name is always 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 languages"

Fix the capital letter.

The name of a language is missing its capital. Fix it.

"Some books were written in french."

I CAN I can edit a language name so it is capitalized.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The name of a language is missing its capital. Fix it."

"Read this with me: 'Some books were written in french.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Some books were written in French." The language name is capitalized.

(11)(D)(xxvii) · Capitalize Languages · 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, "Some books were written in French." The language name 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

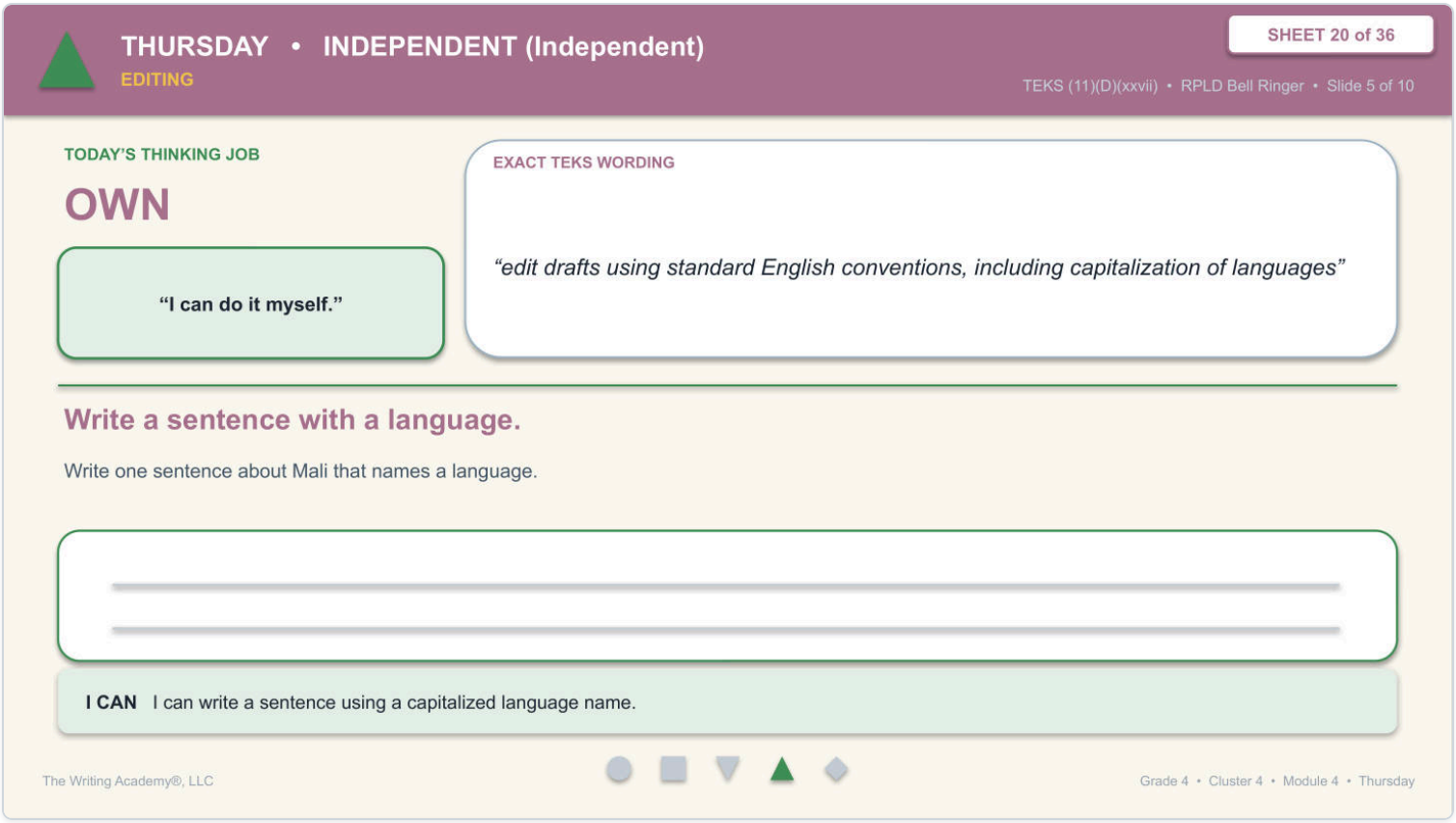
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Mali that names a language."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Students in Mali learned to read Arabic." The language is capitalized.

(11)(D)(xxvii) · Capitalize Languages · 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, Sample: "Students in Mali learned to read Arabic." The language is capitalized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 20 of 36

TEKS (11)(D)(xxvii) • RPLD Bell Ringer • Slide 6 of 10

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 languages"

Explain why it is capitalized.

Tell why the language name is capitalized.

I CAN I can explain why a language name is capitalized.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The name of a language comes from a proper noun, so it is always capitalized.

(11)(D)(xxvii) · Capitalize Languages · 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, The name of a language comes from a proper noun, so it is always capitalized.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxvii) • Capitalize Languages

SHEET 20 of 36

Slide 7 of 10

Complete the **capitalization of languages** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxvii) edit drafts using standard English conventions, including **capitalization of languages**	"Many traders in Mali spoke **Arabic**." *Arabic is the name of a language, so it is always capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 20 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, Arabic is the name of a language, so it is always capitalized.

(11)(D)(xxvii) · Capitalize Languages · 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)

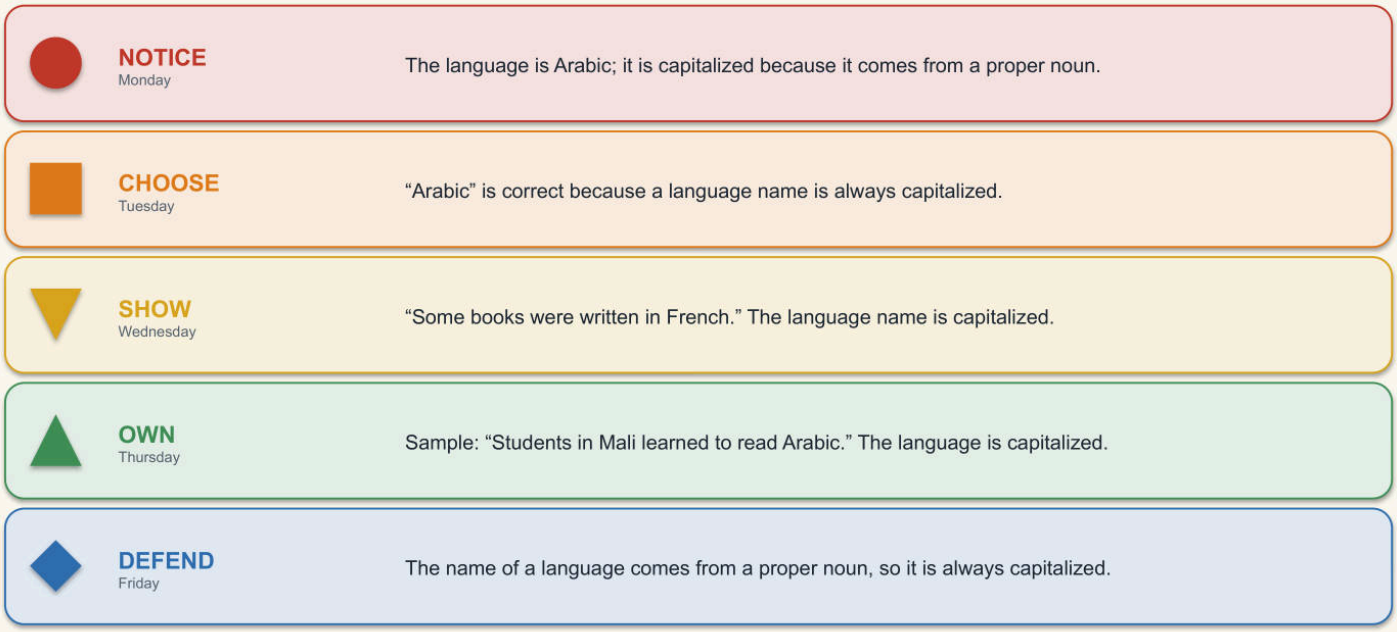
For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxvii) • Capitalize Languages

SHEET 20 of 36

Slide 8 of 10



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 language is Arabic; it is capitalized because it comes from a proper noun. Emergent, “Arabic” is correct because a language name is always capitalized. Visible, “Some books were written in French.” The language name is capitalized. Independent, Sample: “Students in Mali learned to read Arabic.” The language is capitalized. Reflective, The name of a language comes from a proper noun, so it is always capitalized.*

ANSWER KEY: The language is Arabic; it is capitalized because it comes from a proper noun. · “Arabic” is correct because a language name is always capitalized. · “Some books were written in French.” The language name is capitalized. · Sample: “Students in Mali learned to read Arabic.” The language is capitalized. · The name of a language comes from a proper noun, so it is always capitalized.

(11)(D)(xxvii) · Capitalize Languages · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxvii) • Capitalize Languages

SHEET 20 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The scholars of Mali often wrote in arabic.

What change, if any, should be made in sentence 1?

A Change arabic to Arabic

B Change scholars to scholar

C Change wrote to written

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 scholars of Mali often wrote in arabic. Now, what change, if any, should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D)(xxvii) · Capitalize Languages · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxvii) • Capitalize Languages

SHEET 20 of 36

Slide 10 of 10

Correct answer: A Change arabic to Arabic

WHY THIS IS CORRECT

Arabic is the name of a language, so it must be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Scholars is a correct plural. Wrote is the correct past tense. There is an error, so No change is needed is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change arabic to Arabic. Arabic is the name of a language, so it must be capitalized."

▸ *Walk through why the other choices are traps.*

"Scholars is a correct plural. Wrote is the correct past tense. There is an error, so No change is needed is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change arabic to Arabic

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of races"

WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the name of a group of people** because it names a specific group.
Names of groups of people, like **African** and **Asian**, are capitalized.
The name of a people group is capitalized anywhere in a sentence.

KEY IDEA

Capitalization is a **convention**, so it wears no weather symbol.
The name of a group of people is capitalized: **African**, **Asian**.

WHERE IT APPEARS: In a sentence about Mali, the name of a group of people is capitalized.

This deck teaches **Capitalize Names of Groups** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Names of Groups

~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 capitalize names of groups, the standard says: 'edit drafts using standard English conventions, including capitalization of races.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: capitalize names of groups, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Names of Groups slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Names of Groups · Teacher Script · 91

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 20 of 36

TEKS (11)(D)(xxviii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of races"

Find the group name.

Read the sentence. Find the name of a group of people.

"Mali was a great African kingdom."

I CAN I can find the name of a group of people.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the group name. Read the sentence. Find the name of a group of people."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Mali was a great African kingdom.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The group name is African; it is capitalized because it names a specific group.

(11)(D)(xxviii) · Capitalize Names of Groups · 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 group name is African; it is capitalized because it names a specific group.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalize names of groups" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize names of groups 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 races"

Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

"Mansa Musa led an (african / African) kingdom."

I CAN I can choose the correctly capitalized group name.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Mansa Musa led an (african / African) kingdom.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "African" is correct because the name of a group of people is capitalized.

(11)(D)(xxviii) · Capitalize Names of Groups · 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, "African" is correct because the name of a group of people is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of races"

Fix the capital letter.

The name of a group of people is missing its capital. Fix it.

"The traders met many asian merchants."

I CAN I can edit a group name so it is capitalized.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The name of a group of people is missing its capital. Fix it."

"Read this with me: 'The traders met many asian merchants.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The traders met many Asian merchants." The group name is capitalized.

(11)(D)(xxviii) · Capitalize Names of Groups · 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, "The traders met many Asian merchants." The group name 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.

THURSDAY • INDEPENDENT (Independent)
EDITING

SHEET 20 of 36

TEKS (11)(D)(xxviii) • RPLD Bell Ringer • Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of races"

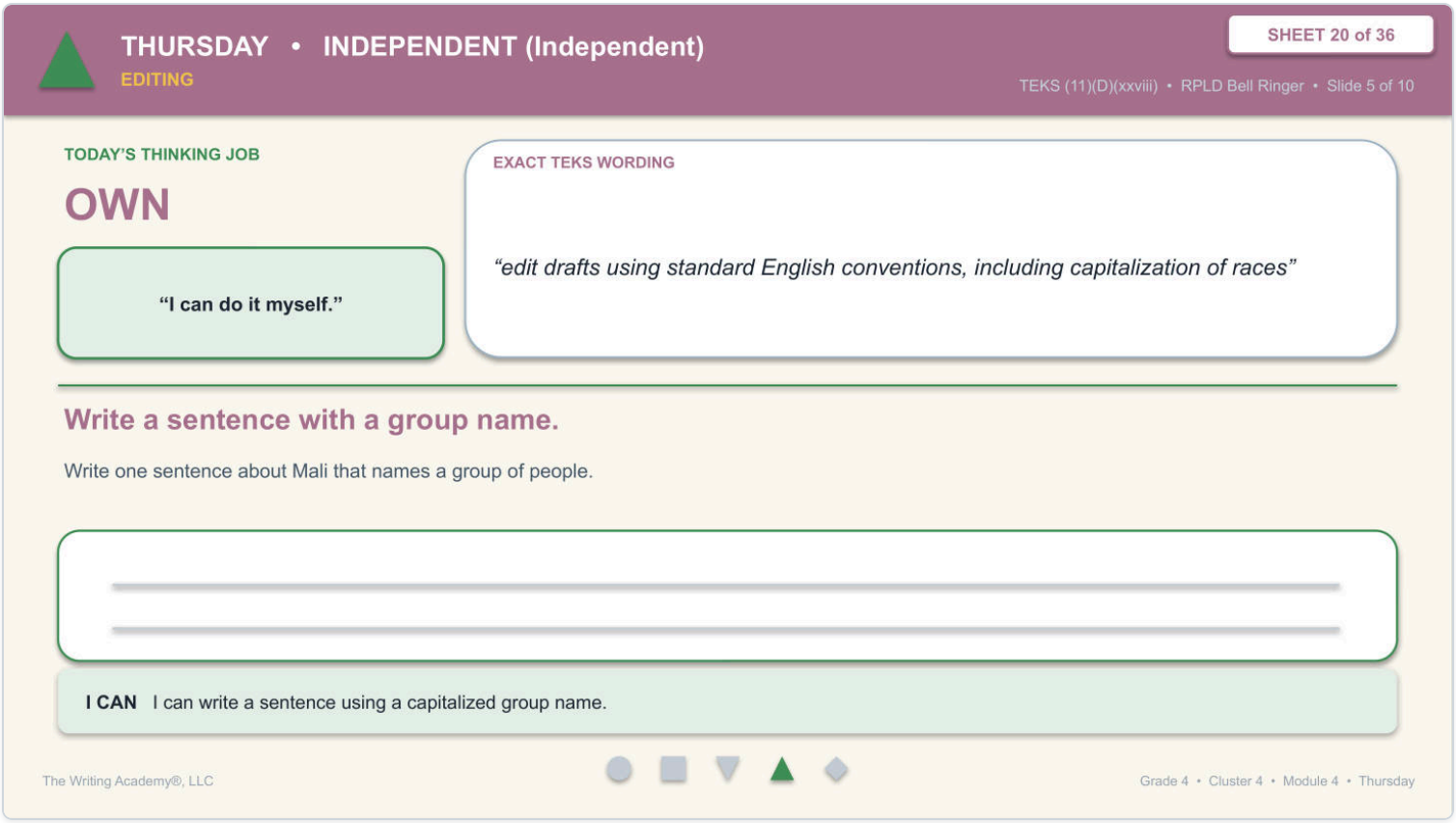
Write a sentence with a group name.

Write one sentence about Mali that names a group of people.

I CAN I can write a sentence using a capitalized group name.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Module 4 • Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about Mali that names a group of people."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Mali was a proud African kingdom." The group name is capitalized.

(11)(D)(xxviii) · Capitalize Names of Groups · 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, Sample: "Mali was a proud African kingdom." The group name is capitalized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

FRIDAY • REFLECTIVE (Highly Independent)
EDITING

SHEET 20 of 36

TEKS (11)(D)(xxviii) • RPLD Bell Ringer • Slide 6 of 10

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 races"

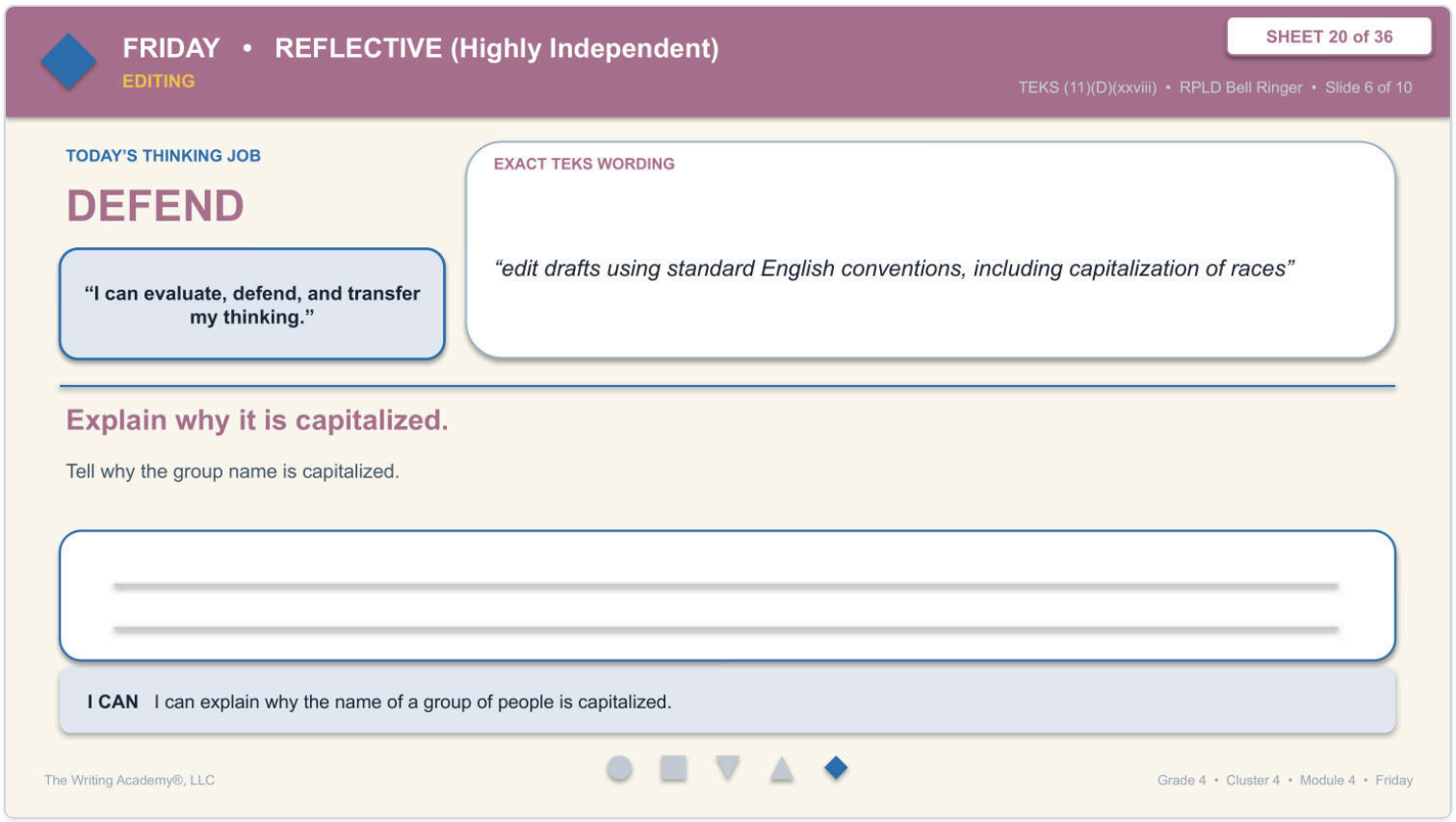
Explain why it is capitalized.

Tell why the group name is capitalized.

I CAN I can explain why the name of a group of people is capitalized.

The Writing Academy®, LLC

Grade 4 • Cluster 4 • Module 4 • Friday



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: It names a specific group of people, so it is capitalized like a proper noun.

(11)(D)(xxviii) · Capitalize Names of Groups · 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, It names a specific group of people, so it is capitalized like a proper noun.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxviii) • Capitalize Names of Groups

SHEET 20 of 36

Slide 7 of 10

Complete the **capitalization of names of groups of people** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxviii) edit drafts using standard English conventions, including **capitalization of races**	"Mali was a great **African** kingdom." *African names a specific group of people, so it is capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 20 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, African names a specific group of people, so it is capitalized.

(11)(D)(xxviii) · Capitalize Names of Groups · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxviii) • Capitalize Names of Groups

NOTICE Monday	The group name is African; it is capitalized because it names a specific group.
CHOOSE Tuesday	“African” is correct because the name of a group of people is capitalized.
SHOW Wednesday	“The traders met many Asian merchants.” The group name is capitalized.
OWN Thursday	Sample: “Mali was a proud African kingdom.” The group name is capitalized.
DEFEND Friday	It names a specific group of people, so it is capitalized like a proper noun.

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 group name is African; it is capitalized because it names a specific group. Emergent, “African” is correct because the name of a group of people is capitalized. Visible, “The traders met many Asian merchants.” The group name is capitalized. Independent, Sample: “Mali was a proud African kingdom.” The group name is capitalized. Reflective, It names a specific group of people, so it is capitalized like a proper noun.*

ANSWER KEY: The group name is African; it is capitalized because it names a specific group. · “African” is correct because the name of a group of people is capitalized. · “The traders met many Asian merchants.” The group name is capitalized. · Sample: “Mali was a proud African kingdom.” The group name is capitalized. · It names a specific group of people, so it is capitalized like a proper noun.

(11)(D)(xxviii) · Capitalize Names of Groups · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxviii) • Capitalize Names of Groups

SHEET 20 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) Mansa Musa ruled a powerful african kingdom.

What change should be made in sentence 1?

A Change african to African

B Change kingdom to Kingdom

C Change ruled to ruling

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Mansa Musa ruled a powerful african kingdom. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D)(xxviii) · Capitalize Names of Groups · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxviii) • Capitalize Names of Groups

Correct answer: A Change african to African

WHY THIS IS CORRECT

African names a specific group of people, so it must be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Kingdom is a common noun and stays lowercase. Ruled is the correct past tense. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change african to African. African names a specific group of people, so it must be capitalized."

▸ *Walk through why the other choices are traps.*

"Kingdom is a common noun and stays lowercase. Ruled is the correct past tense. There is an error to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change african to African

(11)(D)(xxviii) · Capitalize Names of Groups · 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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Capitalize Names of Groups · Teacher Script · 100

EDITING PART TWO

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 edit, I make a **compound sentence** by joining **two complete ideas** with a comma and a joining word.
Each part still needs its own **subject and verb that agree**: Ava **listens**, and her classmates **learn**.
A compound sentence lets me connect two related ideas smoothly for the reader.

KEY IDEA

A compound sentence is a **convention** of good writing, so it wears no weather symbol.
Join two complete ideas with a comma and a joining word, and keep each subject and verb in agreement.
WHERE IT APPEARS: In a sentence about the Renaissance, two complete ideas join into one compound sentence.

This deck teaches **Compound Sentences & Agreement** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Compound Sentences & 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 & 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."

NOTE: This week: compound sentences & agreement, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Compound Sentences & Agreement slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Compound Sentences & Agreement · Teacher Script · 1

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 21 of 36

TEKS (11)(D)(ii) • RPLD Bell Ringer • Slide 2 of 10

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"

Find the two complete ideas.

Read the sentence. Find the two complete ideas that are joined together.

"Ava asked a question, and her teacher answered."

I CAN I can find the two complete ideas in a compound sentence.

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the two complete ideas. Read the sentence. Find the two complete ideas that are joined together."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Ava asked a question, and her teacher answered.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The two complete ideas are Ava asked and teacher answered, joined into one compound sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The two complete ideas are Ava asked and teacher answered, joined into one compound sentence.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "compound sentences & agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when compound sentences & 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 21 of 36

TEKS (11)(D)(ii) • RPLD Bell Ringer • Slide 3 of 10

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.

Two verbs are offered for one part. Choose the one that agrees with its subject.

"The artists painted, and Raphael (paint / paints) too."

I CAN I can choose verbs that agree in a compound sentence.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Module 1 • Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two verbs are offered for one part. Choose the one that agrees with its subject."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The artists painted, and Raphael (paint / paints) too.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "paints" agrees with the singular subject Raphael.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "paints" agrees with the singular subject Raphael.

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"

Fix the agreement in a compound sentence.

One verb does not agree with its subject. Fix it.

"Ava listens, and her friends learns."

I CAN I can edit a compound sentence so both parts 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. One verb does not agree with its subject. Fix it."

"Read this with me: 'Ava listens, and her friends learns.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Ava listens, and her friends learn." The plural subject friends takes the plural verb learn.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Ava listens, and her friends learn." The plural subject friends takes the plural verb learn.

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.

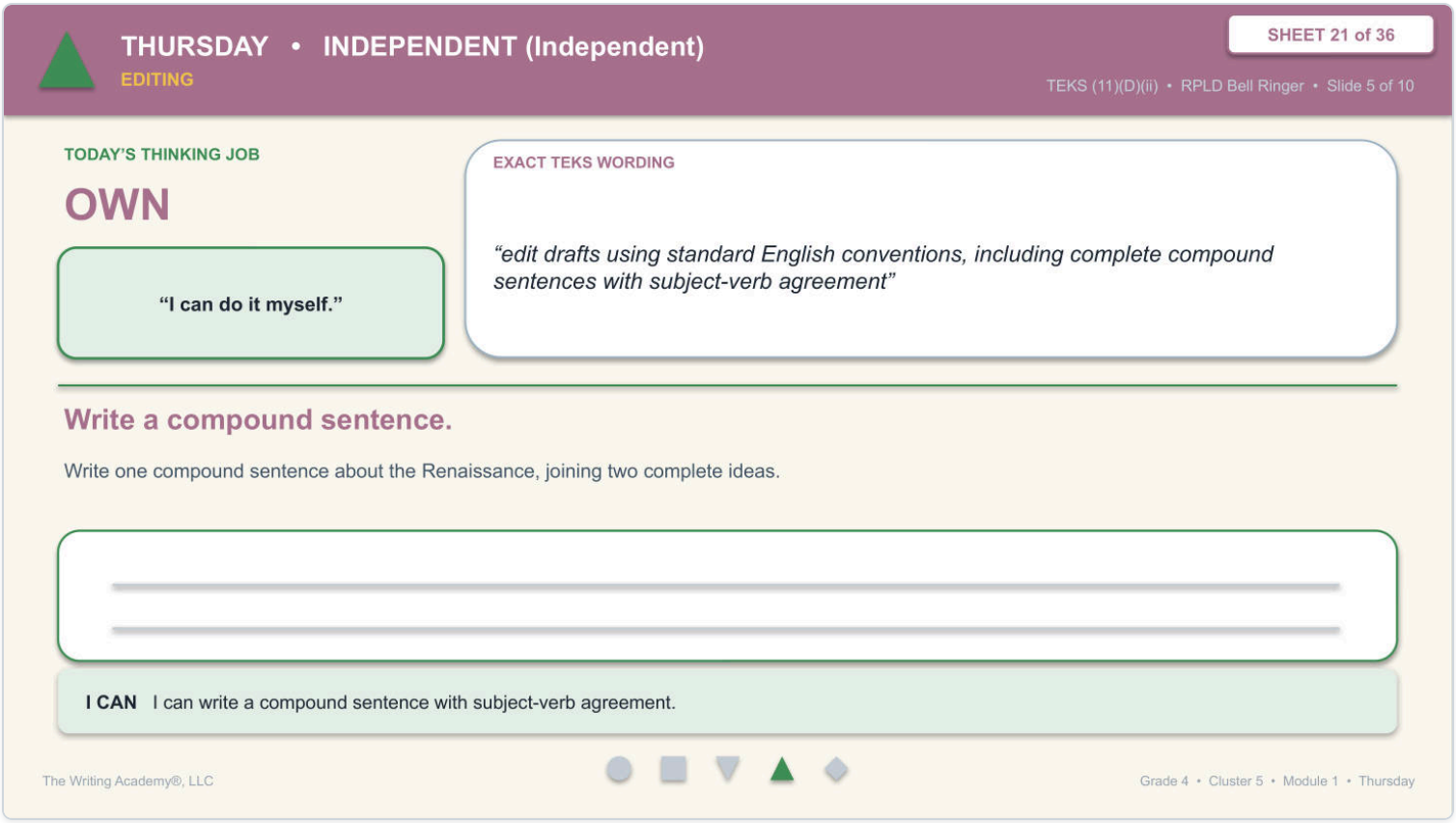
RPLD EVIDENCE & ADVICE

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Compound Sentences & Agreement · Teacher Script · 4



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the Renaissance, joining two complete ideas."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Raphael painted thinkers, and the class studied his art." Two complete ideas are joined.

(11)(D)(ii) · Compound Sentences & 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, Sample: "Raphael painted thinkers, and the class studied his art." Two complete ideas are joined.

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

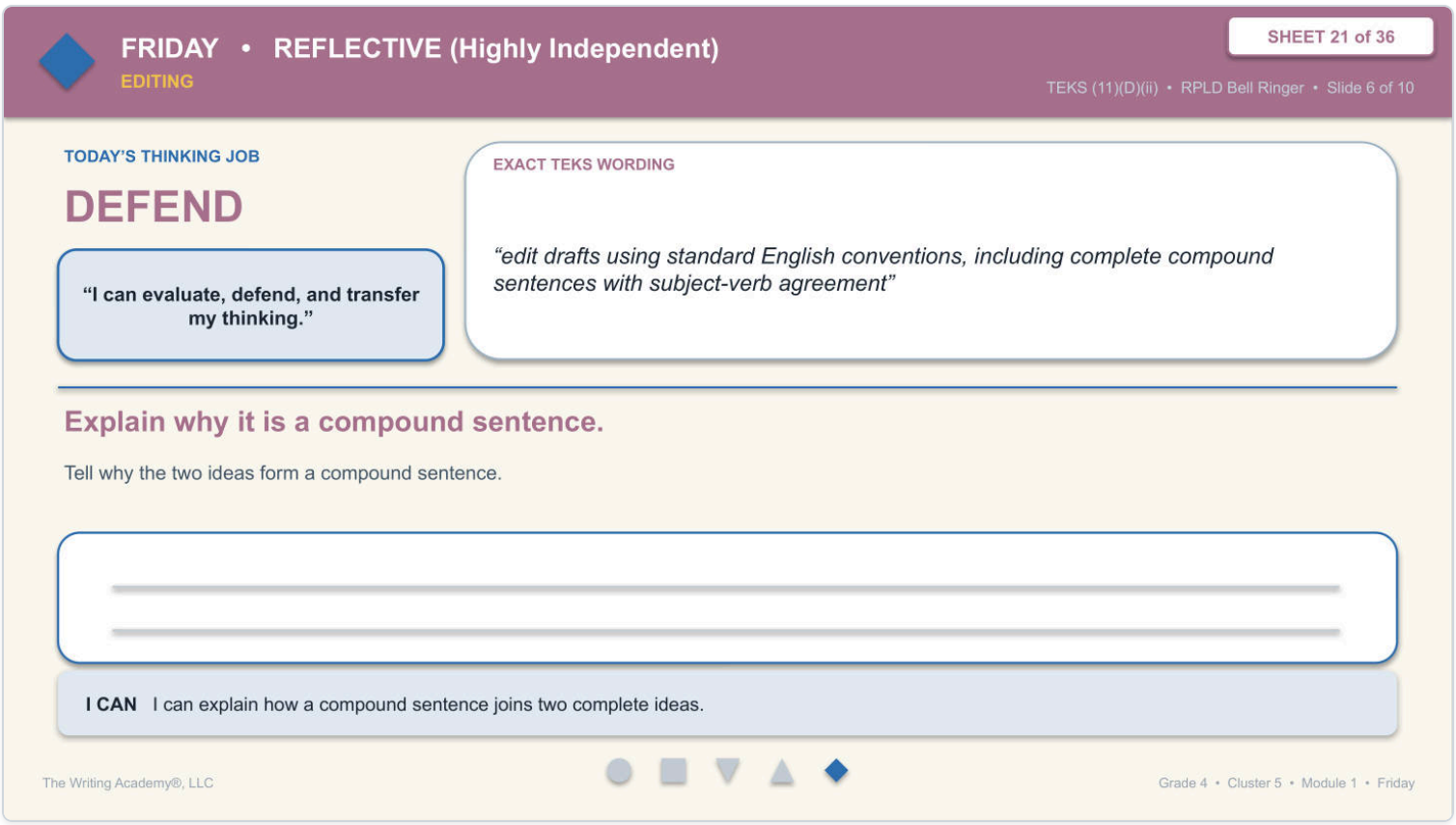
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

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.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Both parts are complete ideas joined by a comma and and, so together they make a compound sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Both parts are complete ideas joined by a comma and and, so together they make a compound sentence.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(ii) • Compound Sentences & Agreement

SHEET 21 of 36

Slide 7 of 10

Complete the **compound sentences with subject-verb 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 **complete compound sentences with subject-verb agreement**	"Ava asked a question, and her teacher answered." *Two complete ideas join with a comma and and, and each subject and verb agree.*

MY OWN EXAMPLE:

Write your own example here.

➜ **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, Two complete ideas join with a comma and and, and each subject and verb agree.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Compound Sentences & Agreement · Teacher Script · 7

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(ii) • Compound Sentences & Agreement

SHEET 21 of 36

Slide 8 of 10

NOTICE Monday	The two complete ideas are Ava asked and teacher answered, joined into one compound sentence.
CHOOSE Tuesday	“paints” agrees with the singular subject Raphael.
SHOW Wednesday	“Ava listens, and her friends learn.” The plural subject friends takes the plural verb learn.
OWN Thursday	Sample: “Raphael painted thinkers, and the class studied his art.” Two complete ideas are joined.
DEFEND Friday	Both parts are complete ideas joined by a comma and and, so together they make a compound sentence.

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 complete ideas are Ava asked and teacher answered, joined into one compound sentence. Emergent, “paints” agrees with the singular subject Raphael. Visible, “Ava listens, and her friends learn.” The plural subject friends takes the plural verb learn. Independent, Sample: “Raphael painted thinkers, and the class studied his art.” Two complete ideas are joined. Reflective, Both parts are complete ideas joined by a comma and and, so together they make a compound sentence.*

ANSWER KEY: The two complete ideas are Ava asked and teacher answered, joined into one compound sentence. · “paints” agrees with the singular subject Raphael. · “Ava listens, and her friends learn.” The plural subject friends takes the plural verb learn. · Sample: “Raphael painted thinkers, and the class studied his art.” Two complete ideas are joined. · Both parts are complete ideas joined by a comma and and, so together they make a compound sentence.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Compound Sentences & Agreement · Teacher Script · 8

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(ii) • Compound Sentences & Agreement

Read this part of a student's draft.

(1) Ava studied the painting, and her classmates studies it too.

What change should be made in sentence 1?

A Change studies to studied

B Change classmates to classmate

C Change painting to paintings

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Ava studied the painting, and her classmates studies it too. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(ii) • Compound Sentences & Agreement

SHEET 21 of 36

Slide 10 of 10

Correct answer: A Change studies to studied

WHY THIS IS CORRECT

The plural subject classmates needs the plural verb studied, so both parts of the compound sentence agree.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Classmates is a correct plural. Painting names one and is correct. There is an agreement error, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change studies to studied. The plural subject classmates needs the plural verb studied, so both parts of the compound sentence agree."

▸ *Walk through why the other choices are traps.*

"Classmates is a correct plural. Painting names one and is correct. There is an agreement error, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change studies to studied

(11)(D)(ii) · Compound Sentences & 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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including complete compound sentences with avoidance of splices"

WHAT DOES THIS MEAN TO ME?

When I edit, I avoid a **comma splice**, which happens when a comma alone joins two complete ideas.
Two complete ideas need a **comma and a joining word**, like and, but, or so, not just a comma.
Fixing a splice makes the boundary between my two ideas clear.

KEY IDEA

A comma splice is a **convention** error, so it wears no weather symbol.
A comma alone cannot join two complete ideas: add a joining word like **and**, **but**, or **so**.

WHERE IT APPEARS: In a sentence about the Renaissance, two complete ideas need more than a comma to join them.

This deck teaches **Fixing Comma Splices** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Fixing Comma Splices

~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 fixing comma splices, the standard says: 'edit drafts using standard English conventions, including complete compound sentences with avoidance of splices.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: fixing comma splices, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Fixing Comma Splices slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Fixing Comma Splices · Teacher Script · 11

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 21 of 36

TEKS (11)(D)(iii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including complete compound sentences with avoidance of splices"

Find the comma splice.

Read the sentence. Find where a comma alone joins two complete ideas.

"Ava looked closely, she saw many thinkers."

I CAN I can find a comma splice in a sentence.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the comma splice. Read the sentence. Find where a comma alone joins two complete ideas."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Ava looked closely, she saw many thinkers.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The comma splice joins Ava looked closely and she saw many thinkers with only a comma.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The comma splice joins Ava looked closely and she saw many thinkers with only a comma.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "fixing comma splices" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when fixing comma splices 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 21 of 36

TEKS (11)(D)(iii) • RPLD Bell Ringer • Slide 3 of 10

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 avoidance of splices"

Choose the correct join.

Two versions are offered. Choose the one that joins the ideas correctly.

"Ava looked closely (, / , and) she saw many thinkers."

I CAN I can choose the correct way to join two complete ideas.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two versions are offered. Choose the one that joins the ideas correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Ava looked closely (, / , and) she saw many thinkers.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ", and" is correct because two complete ideas need a comma and a joining word.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, ", and" is correct because two complete ideas need a comma and a joining word.

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 avoidance of splices"

Fix the comma splice.

A comma alone joins two ideas. Add a joining word to fix it.

"Raphael painted the scene, it showed great thinkers."

I CAN I can edit a comma splice by adding a joining word.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A comma alone joins two ideas. Add a joining word to fix it."

"Read this with me: 'Raphael painted the scene, it showed great thinkers.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Raphael painted the scene, and it showed great thinkers." The joining word and fixes the splice.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Raphael painted the scene, and it showed great thinkers." The joining word and fixes the splice.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

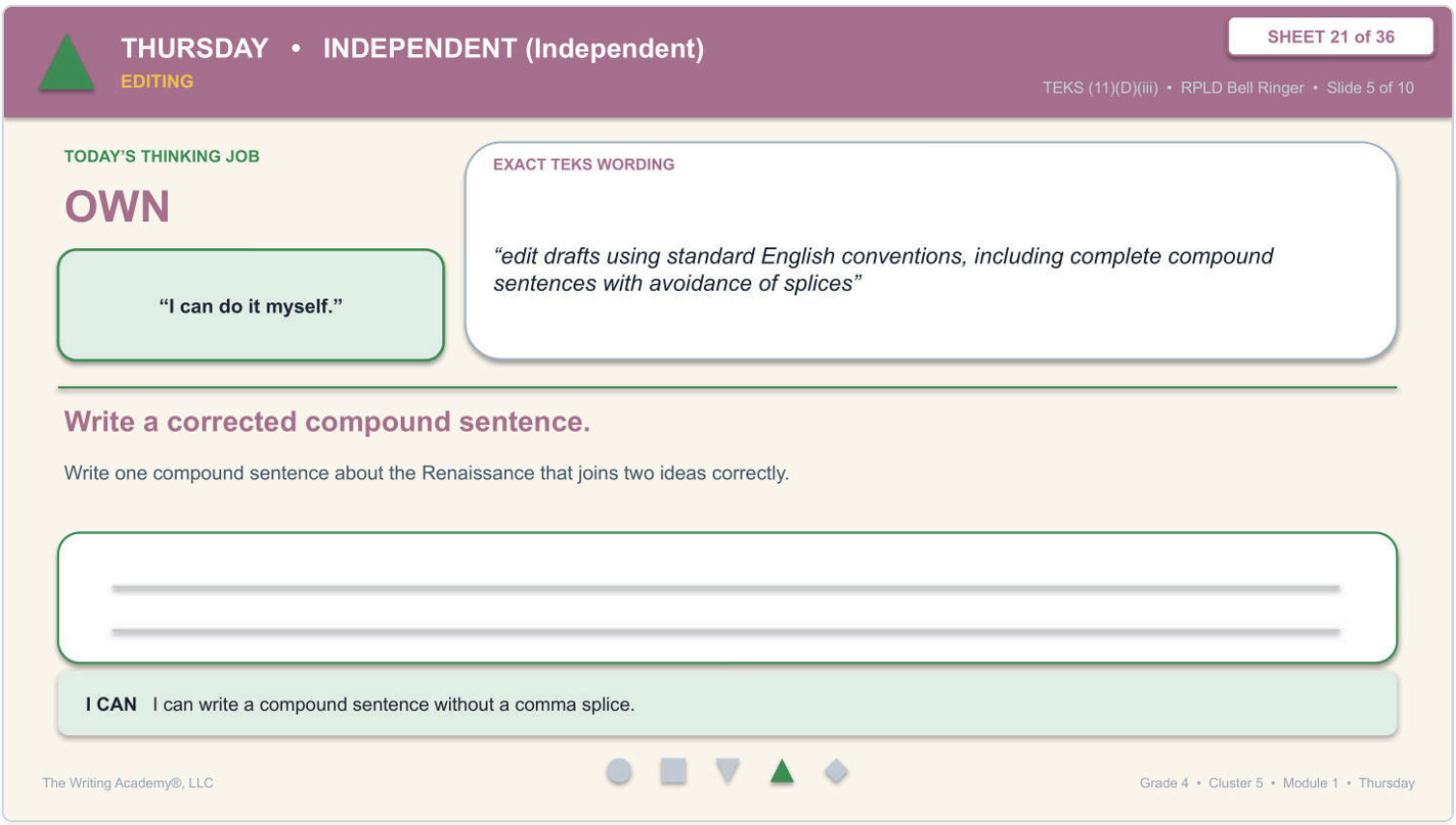
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the Renaissance that joins two ideas 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: Sample: "The painting looked old, but its ideas felt new." The ideas join correctly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The painting looked old, but its ideas felt new." The ideas join correctly.

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.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 21 of 36

TEKS (11)(D)(iii) • RPLD Bell Ringer • Slide 6 of 10

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 avoidance of splices"

Explain why a comma alone is not enough.

Tell why two complete ideas need more than a comma.

I CAN I can explain why a comma splice needs a joining word.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Module 1 • Friday

(11)(D)(iii) · Fixing Comma Splices · Sheet 21 of 36 · Cluster 5

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(iii) • Fixing Comma Splices

SHEET 21 of 36

Slide 7 of 10

Complete the **avoiding comma splices** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(iii) edit drafts using standard English conventions, including **complete compound sentences with avoidance of splices**	"Ava looked closely, and she saw many thinkers." *The comma and the joining word and together connect the two complete ideas.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 21 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, The comma and the joining word and together connect the two complete ideas.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(iii) • Fixing Comma Splices

SHEET 21 of 36

Slide 8 of 10

NOTICE Monday	The comma splice joins Ava looked closely and she saw many thinkers with only a comma.
CHOOSE Tuesday	", and" is correct because two complete ideas need a comma and a joining word.
SHOW Wednesday	"Raphael painted the scene, and it showed great thinkers." The joining word and fixes the splice.
OWN Thursday	Sample: "The painting looked old, but its ideas felt new." The ideas join correctly.
DEFEND Friday	Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▸ *Walk through the answers together and have students self-check and correct: Foundational, The comma splice joins Ava looked closely and she saw many thinkers with only a comma. Emergent, ", and" is correct because two complete ideas need a comma and a joining word. Visible, "Raphael painted the scene, and it showed great thinkers." The joining word and fixes the splice. Independent, Sample: "The painting looked old, but its ideas felt new." The ideas join correctly. Reflective, Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.*

ANSWER KEY: The comma splice joins Ava looked closely and she saw many thinkers with only a comma. · ", and" is correct because two complete ideas need a comma and a joining word. · "Raphael painted the scene, and it showed great thinkers." The joining word and fixes the splice. · Sample: "The painting looked old, but its ideas felt new." The ideas join correctly. · Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(iii) • Fixing Comma Splices

SHEET 21 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) Ava studied the art, she noticed the thinkers.

Sentence 1 is written incorrectly. What change should be made?

A Add the word and after the comma

B Remove the comma

C Change studied to study

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Ava studied the art, she noticed the thinkers. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(iii) • Fixing Comma Splices

SHEET 21 of 36

Slide 10 of 10

Correct answer: A Add the word and after the comma

WHY THIS IS CORRECT

A comma alone cannot join two complete ideas, so a joining word like and is added after the comma.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Removing the comma would create a run-on. Studied is the correct past tense. There is a splice to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add the word and after the comma. A comma alone cannot join two complete ideas, so a joining word like and is added after the comma."

▸ *Walk through why the other choices are traps.*

"Removing the comma would create a run-on. Studied is the correct past tense. There is a splice to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add the word and after the comma

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons"

WHAT DOES THIS MEAN TO ME?

When I edit, I avoid a **run-on**, which happens when two complete ideas run together with **no punctuation**.
I fix a run-on by adding a **comma and a joining word**, or by making two sentences.
Fixing run-ons gives the reader a clear stop between my ideas.

KEY IDEA

A run-on is a **convention** error, so it wears no weather symbol.
Two complete ideas cannot run together: add a comma and a joining word, or make two sentences.
WHERE IT APPEARS: In a sentence about the Renaissance, two complete ideas must not run together without punctuation.

This deck teaches **Fixing Run-On Sentences** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Fixing Run-On 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 fixing run-on sentences, the standard says: 'edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: fixing run-on sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Fixing Run-On Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Fixing Run-On Sentences · Teacher Script · 21

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 22 of 36

TEKS (11)(D)(iv) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons"

Find the run-on.

Read the sentence. Find two complete ideas that run together with no punctuation.

"Ava liked the painting she asked about it."

I CAN I can find a run-on sentence.

The Writing Academy®, LLC

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the run-on. Read the sentence. Find two complete ideas that run together with no punctuation."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Ava liked the painting she asked about it.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The run-on is Ava liked the painting she asked about it, with no punctuation between the ideas.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The run-on is Ava liked the painting she asked about it, with no punctuation between the ideas.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "fixing run-on sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when fixing run-on 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 22 of 36

TEKS (11)(D)(iv) • RPLD Bell Ringer • Slide 3 of 10

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 avoidance of run-ons"

Choose the correct fix.

Two versions are offered. Choose the one that separates the ideas correctly.

"Ava liked the painting (she / , so she) asked about it."

I CAN I can choose the correct way to fix a run-on.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two versions are offered. Choose the one that separates the ideas correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Ava liked the painting (she / , so she) asked about it.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ", so she" is correct because it separates the two ideas with a comma and a joining word.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, ", so she" is correct because it separates the two ideas with a comma and a joining word.

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 avoidance of run-ons"

Fix the run-on.

Two ideas run together. Add a comma and a joining word to fix it.

"The Renaissance changed art it also changed ideas."

I CAN I can edit a run-on by adding a comma and a joining word.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two ideas run together. Add a comma and a joining word to fix it."

"Read this with me: 'The Renaissance changed art it also changed ideas.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The Renaissance changed art, and it also changed ideas." The comma and and fix the run-on.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The Renaissance changed art, and it also changed ideas." The comma and and fix the run-on.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

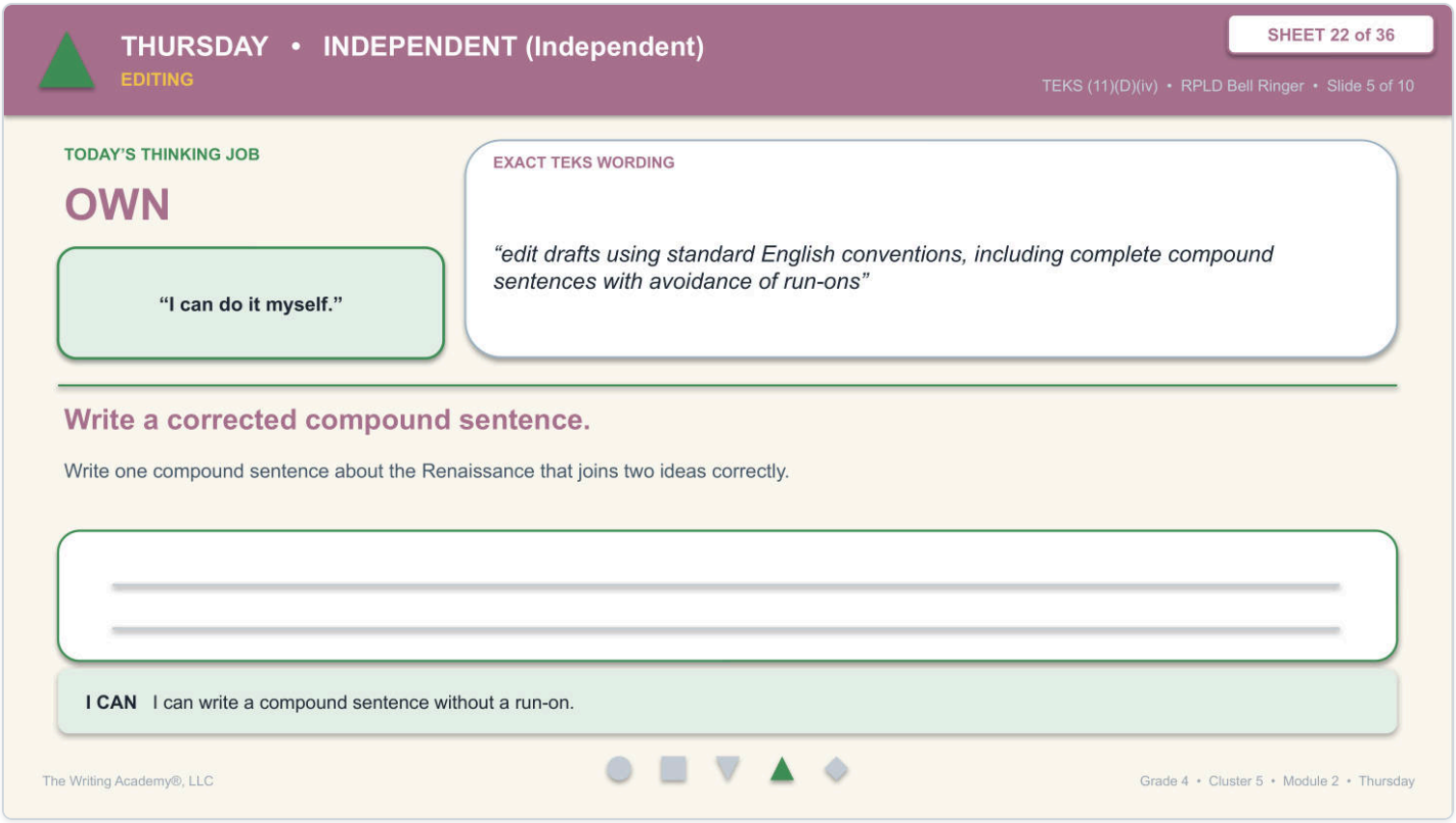
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the Renaissance that joins two ideas 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: Sample: "Kings once held power, but new ideas began to spread." The ideas join correctly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Kings once held power, but new ideas began to spread." The ideas join correctly.

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.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 22 of 36

TEKS (11)(D)(iv) • RPLD Bell Ringer • Slide 6 of 10

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 avoidance of run-ons"

Explain why a run-on is a problem.

Tell why two ideas cannot run together.

I CAN I can explain why a run-on needs a comma and a joining word.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(iv) • Fixing Run-On Sentences

SHEET 22 of 36

Slide 7 of 10

Complete the **avoiding run-ons** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(iv) edit drafts using standard English conventions, including **complete compound sentences with avoidance of run-ons**	"Ava liked the painting, so she asked about it." *A comma and the joining word so separate the two complete ideas.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 22 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, A comma and the joining word so separate the two complete ideas.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(iv) • Fixing Run-On Sentences

SHEET 22 of 36

Slide 8 of 10

NOTICE Monday	The run-on is Ava liked the painting she asked about it, with no punctuation between the ideas.
CHOOSE Tuesday	", so she" is correct because it separates the two ideas with a comma and a joining word.
SHOW Wednesday	"The Renaissance changed art, and it also changed ideas." The comma and and fix the run-on.
OWN Thursday	Sample: "Kings once held power, but new ideas began to spread." The ideas join correctly.
DEFEND Friday	With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.

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 run-on is Ava liked the painting she asked about it, with no punctuation between the ideas. Emergent, ", so she" is correct because it separates the two ideas with a comma and a joining word. Visible, "The Renaissance changed art, and it also changed ideas." The comma and and fix the run-on. Independent, Sample: "Kings once held power, but new ideas began to spread." The ideas join correctly. Reflective, With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.*

ANSWER KEY: The run-on is Ava liked the painting she asked about it, with no punctuation between the ideas. · ", so she" is correct because it separates the two ideas with a comma and a joining word. · "The Renaissance changed art, and it also changed ideas." The comma and and fix the run-on. · Sample: "Kings once held power, but new ideas began to spread." The ideas join correctly. · With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(iv) • Fixing Run-On Sentences

Read this part of a student's draft.

(1) Ava studied the painting she wanted to learn more.

Sentence 1 is written incorrectly. What change should be made?

A Add a comma and the word so after painting

B Change studied to studies

C Change wanted to want

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Ava studied the painting she wanted to learn more. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(iv) • Fixing Run-On Sentences

SHEET 22 of 36

Slide 10 of 10

Correct answer: A Add a comma and the word so after painting

WHY THIS IS CORRECT

Two complete ideas run together, so a comma and a joining word like so are added to separate them.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Studied and wanted are both correct past tense. There is a run-on to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma and the word so after painting. Two complete ideas run together, so a comma and a joining word like so are added to separate them."

▸ *Walk through why the other choices are traps.*

"Studied and wanted are both correct past tense. There is a run-on to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma and the word so after painting

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments"

WHAT DOES THIS MEAN TO ME?

When I edit, I avoid a **fragment**, which is a piece of a sentence that is missing a subject or a verb.
A complete sentence needs a **subject** and a **verb** and must tell a whole idea.
I fix a fragment by adding the missing part so it becomes a complete idea.

KEY IDEA

A fragment is a **convention** error, so it wears no weather symbol.
A complete idea needs a subject and a verb: add the missing part to fix a fragment.

WHERE IT APPEARS: In a sentence about the Renaissance, every idea must be complete, not a fragment.

This deck teaches **Fixing Sentence Fragments** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Fixing Sentence Fragments

~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.*

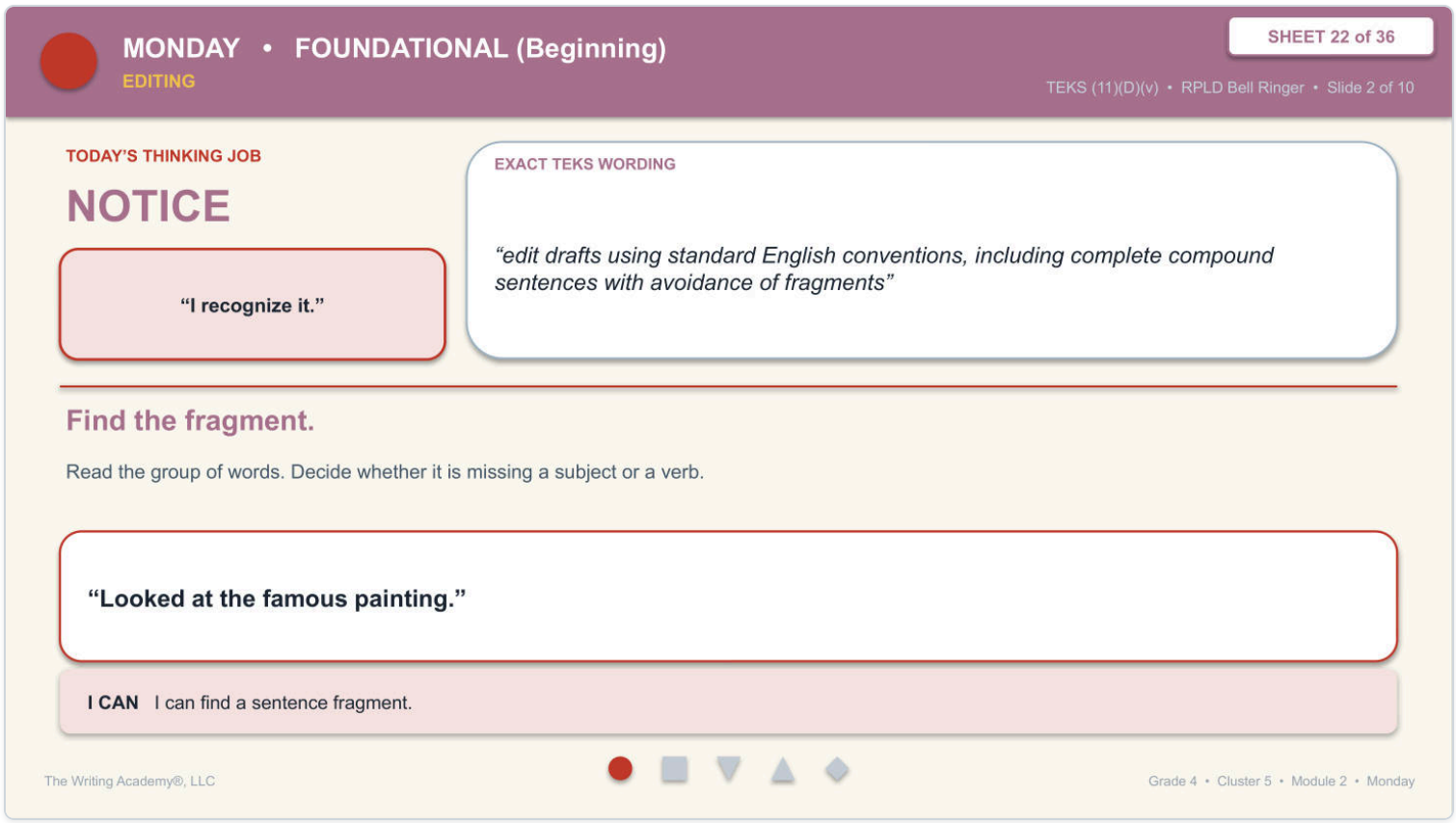
"This week, our editing focus is fixing sentence fragments, the standard says: 'edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: fixing sentence fragments, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Fixing Sentence Fragments slide deck · student Editing Tracking Sheets · highlighters/pencils.



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the fragment. Read the group of words. Decide whether it is missing a subject or a verb."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Looked at the famous painting.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "Looked at the famous painting" is a fragment because it has no subject.

(11)(D)(v) · Fixing Sentence Fragments · 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, "Looked at the famous painting" is a fragment because it has no subject.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "fixing sentence fragments" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when fixing sentence fragments 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 avoidance of fragments"

Choose the complete sentence.

Two choices are offered. Choose the one that is a complete idea.

(During the Renaissance. / Ideas changed during the Renaissance.)

I CAN I can tell a complete sentence from a fragment.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two choices are offered. Choose the one that is a complete idea."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: (During the Renaissance. / Ideas changed during the Renaissance.)"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Ideas changed during the Renaissance." is the complete sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Ideas changed during the Renaissance." is the complete sentence.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments"

Fix the fragment.

A fragment is missing a part. Add a subject or a verb to complete it.

"The thinkers in the painting."

I CAN I can edit a fragment into a complete sentence.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A fragment is missing a part. Add a subject or a verb to complete it."

"Read this with me: 'The thinkers in the painting.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The thinkers in the painting looked wise." Adding a verb completes the idea.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The thinkers in the painting looked wise." Adding a verb completes the idea.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

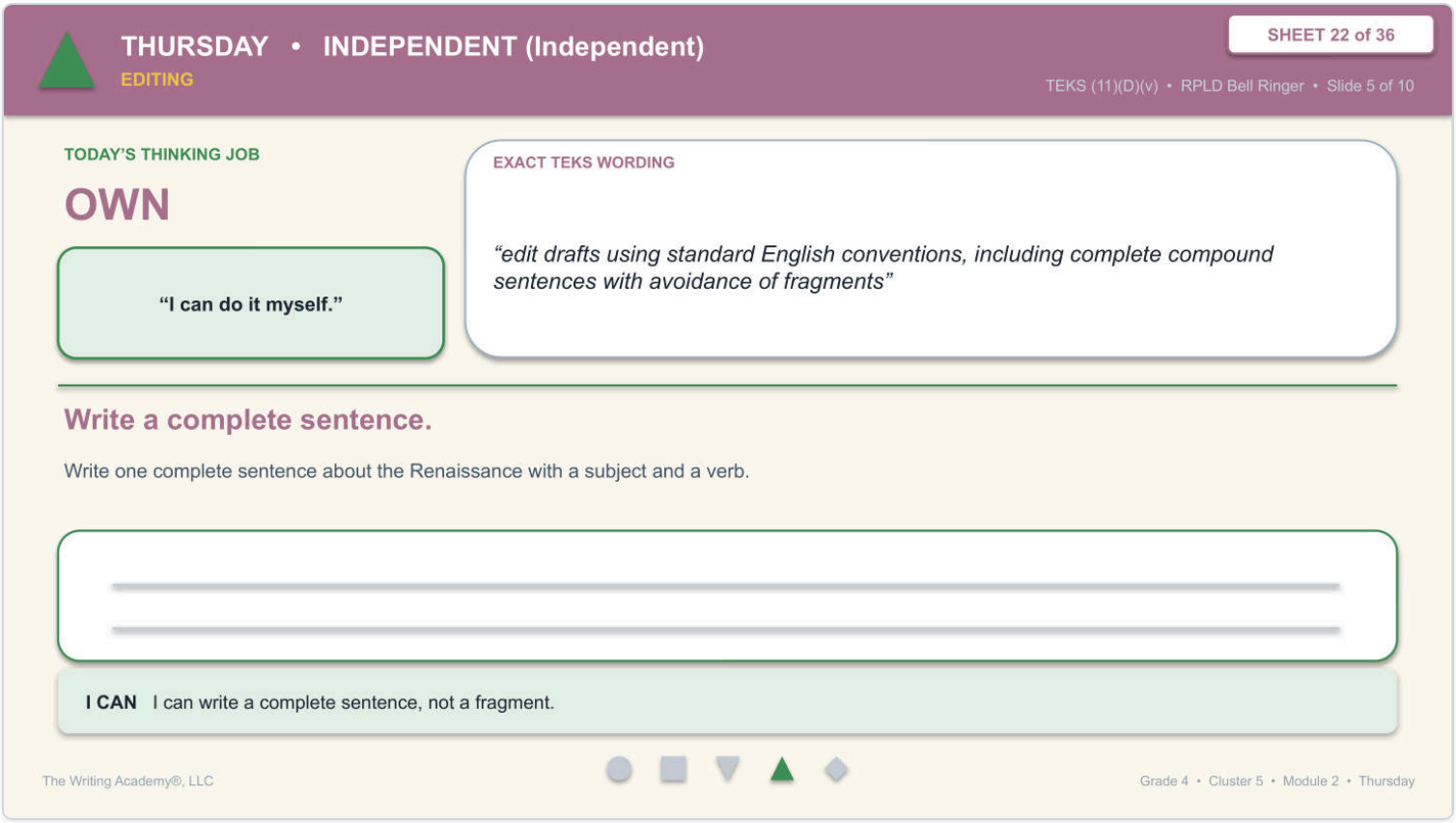
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one complete sentence about the Renaissance with a subject and a verb."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Artists painted new ideas during the Renaissance." This is a complete sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Artists painted new ideas during the Renaissance." This is a complete sentence.

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 avoidance of fragments"

Explain why it is a fragment.

Tell why the group of words is not a complete sentence.

I CAN I can explain why a fragment is not a complete sentence.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: During the Renaissance has no subject doing an action, so it is a fragment until a complete idea is added.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, During the Renaissance has no subject doing an action, so it is a fragment until a complete idea is added.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(v) • Fixing Sentence Fragments

SHEET 22 of 36

Slide 7 of 10

Complete the **avoiding fragments** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(v) edit drafts using standard English conventions, including **complete compound sentences with avoidance of fragments**	"Ideas changed during the Renaissance." *This is a complete sentence; it has the subject Ideas and the verb changed.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 22 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, This is a complete sentence; it has the subject Ideas and the verb changed.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(v) • Fixing Sentence Fragments

SHEET 22 of 36

Slide 8 of 10

NOTICE Monday	“Looked at the famous painting” is a fragment because it has no subject.
CHOOSE Tuesday	“Ideas changed during the Renaissance.” is the complete sentence.
SHOW Wednesday	“The thinkers in the painting looked wise.” Adding a verb completes the idea.
OWN Thursday	Sample: “Artists painted new ideas during the Renaissance.” This is a complete sentence.
DEFEND Friday	During the Renaissance has no subject doing an action, so it is a fragment until a complete idea is added.

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, “Looked at the famous painting” is a fragment because it has no subject. Emergent, “Ideas changed during the Renaissance.” is the complete sentence. Visible, “The thinkers in the painting looked wise.” Adding a verb completes the idea. Independent, Sample: “Artists painted new ideas during the Renaissance.” This is a complete sentence. Reflective, During the Renaissance has no subject doing an action, so it is a fragment until a complete idea is added.*

ANSWER KEY: “Looked at the famous painting” is a fragment because it has no subject. · “Ideas changed during the Renaissance.” is the complete sentence. · “The thinkers in the painting looked wise.” Adding a verb completes the idea. · Sample: “Artists painted new ideas during the Renaissance.” This is a complete sentence. · During the Renaissance has no subject doing an action, so it is a fragment until a complete idea is added.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Fixing Sentence Fragments · Teacher Script · 38

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(v) • Fixing Sentence Fragments

SHEET 22 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The painting showed great thinkers. From ancient Greece and Rome.

What is the correct way to write these sentences?

A The painting showed great thinkers from ancient Greece and Rome.

B The painting showed great thinkers. From ancient Greece and Rome.

C The painting showed. Great thinkers from ancient Greece and Rome.

D The painting showed great thinkers from ancient Greece. And Rome.

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 painting showed great thinkers. From ancient Greece and Rome. Now, what is the correct way to write these sentences?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(v) • Fixing Sentence Fragments

Correct answer: A The painting showed great thinkers from ancient Greece and Rome.

WHY THIS IS CORRECT

From ancient Greece and Rome is a fragment, so it joins the complete idea before it to make one sentence.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

The other choices leave a fragment or split the complete idea into pieces.

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 painting showed great thinkers from ancient Greece and Rome. From ancient Greece and Rome is a fragment, so it joins the complete idea before it to make one sentence."

▸ *Walk through why the other choices are traps.*

"The other choices leave a fragment or split the complete idea into pieces."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, The painting showed great thinkers from ancient Greece and Rome.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Fixing Sentence Fragments · Teacher Script · 40

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects"

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **coordinating conjunction** like **and** or **or** to join two subjects into a **compound subject**.
A compound subject has two or more nouns doing the same action: **Raphael and Ava** looked at the art.
Joining subjects keeps my writing from repeating and makes it smoother.

SENTENCE WEATHER

Conjunction (RAINBOW)

A coordinating conjunction is a RAINBOW that connects. It can join two subjects into one compound subject: Raphael and Ava.

WHERE IT APPEARS: In a sentence about the Renaissance, a conjunction joins two subjects into a compound subject.

This deck teaches **Conjunctions: Compound Subjects** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Conjunctions: Compound Subjects

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is conjunctions: compound subjects, the standard says: 'edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: conjunctions: compound subjects, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Conjunctions: Compound Subjects slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 23 of 36

TEKS (11)(D)(xviii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects"

Find the compound subject.

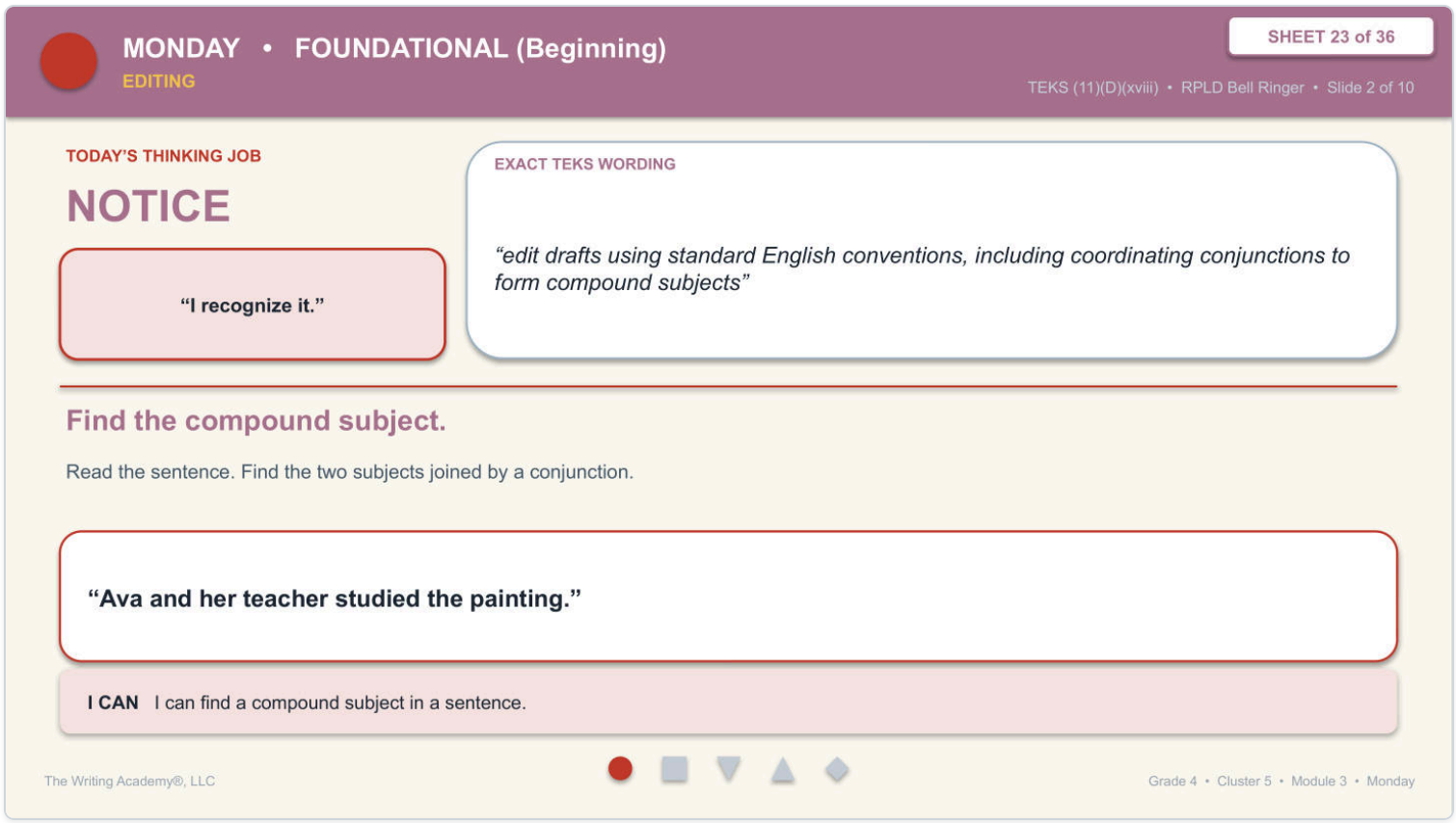
Read the sentence. Find the two subjects joined by a conjunction.

"Ava and her teacher studied the painting."

I CAN I can find a compound subject in a sentence.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Module 3 • Monday



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the compound subject. Read the sentence. Find the two subjects joined by a conjunction."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Ava and her teacher studied the painting.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The compound subject is Ava and her teacher, joined by the conjunction and.

(11)(D)(xviii) · Conjunctions: Compound Subjects · 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 compound subject is Ava and her teacher, joined by the conjunction and.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "conjunctions: compound subjects" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when conjunctions: compound subjects is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects"

Choose the conjunction.

Two words are offered. Choose the conjunction that joins the subjects.

"Raphael (then / and) other artists painted."

I CAN I can choose the conjunction that joins two subjects.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two words are offered. Choose the conjunction that joins the subjects."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Raphael (then / and) other artists painted.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "and" is the conjunction that joins the two subjects.

(11)(D)(xviii) · Conjunctions: Compound Subjects · 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, "and" is the conjunction that 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"

Join the subjects.

Two short sentences repeat the action. Join their subjects with a conjunction.

"Ava looked. Her teacher looked."

I CAN I can edit two subjects into a compound subject.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two short sentences repeat the action. Join their subjects with a conjunction."

"Read this with me: 'Ava looked. Her teacher looked.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Ava and her teacher looked." The conjunction and joins the two subjects.

(11)(D)(xviii) · Conjunctions: Compound Subjects · 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, "Ava and her teacher looked." The conjunction and joins the two subjects.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

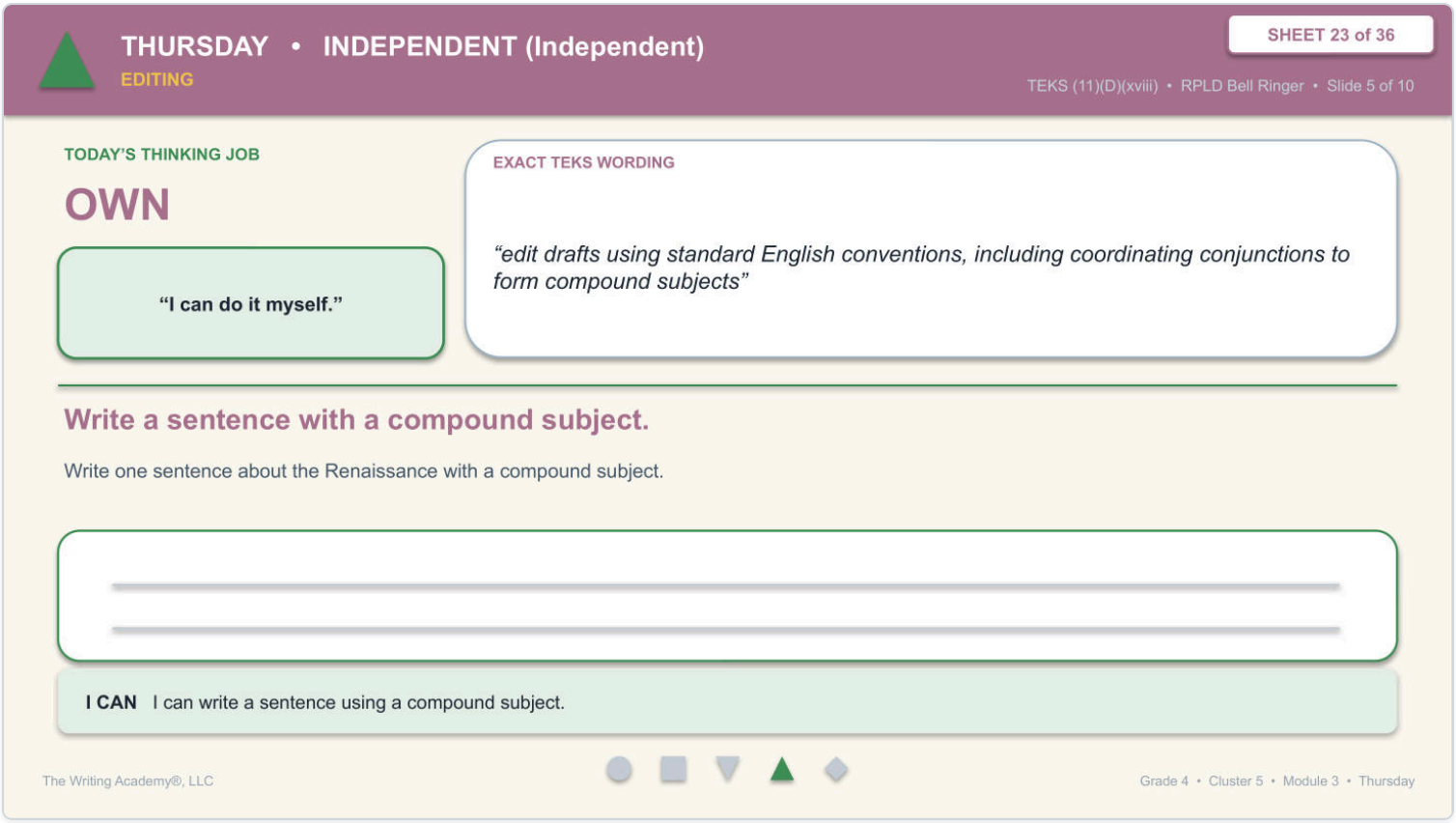
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the Renaissance with a compound subject."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Artists and thinkers changed the world." The compound subject is joined by and.

(11)(D)(xviii) · Conjunctions: Compound Subjects · 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, Sample: "Artists and thinkers changed the world." The compound subject is 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"

Explain why a compound subject helps.

Tell why joining the subjects makes the sentence better.

I CAN I can explain how a conjunction forms a compound subject.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Both subjects do the same action, so and joins them and keeps the sentence from repeating.

(11)(D)(xviii) · Conjunctions: Compound Subjects · 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, Both subjects do the same action, so and joins them and keeps the sentence from repeating.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xviii) • Conjunctions: Compound Subjects

SHEET 23 of 36

Slide 7 of 10

Complete the **coordinating conjunctions for compound subjects** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xviii) edit drafts using standard English conventions, including **coordinating conjunctions to form compound subjects**	"Ava and her teacher studied the painting." *The conjunction and joins two subjects into one compound subject.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 23 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, The conjunction and joins two subjects into one compound subject.

(11)(D)(xviii) · Conjunctions: Compound Subjects · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xviii) • Conjunctions: Compound Subjects

SHEET 23 of 36

Slide 8 of 10

NOTICE Monday	The compound subject is Ava and her teacher, joined by the conjunction and.
CHOOSE Tuesday	“and” is the conjunction that joins the two subjects.
SHOW Wednesday	“Ava and her teacher looked.” The conjunction and joins the two subjects.
OWN Thursday	Sample: “Artists and thinkers changed the world.” The compound subject is joined by and.
DEFEND Friday	Both subjects do the same action, so and joins them and keeps the sentence from repeating.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The compound subject is Ava and her teacher, joined by the conjunction and. Emergent, “and” is the conjunction that joins the two subjects. Visible, “Ava and her teacher looked.” The conjunction and joins the two subjects. Independent, Sample: “Artists and thinkers changed the world.” The compound subject is joined by and. Reflective, Both subjects do the same action, so and joins them and keeps the sentence from repeating.*

ANSWER KEY: The compound subject is Ava and her teacher, joined by the conjunction and. · “and” is the conjunction that joins the two subjects. · “Ava and her teacher looked.” The conjunction and joins the two subjects. · Sample: “Artists and thinkers changed the world.” The compound subject is joined by and. · Both subjects do the same action, so and joins them and keeps the sentence from repeating.

(11)(D)(xviii) · Conjunctions: Compound Subjects · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xviii) • Conjunctions: Compound Subjects

SHEET 23 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) Raphael or the other artists was proud of the painting.

What change should be made in sentence 1?

A Change or to and

B Change artists to artist

C Change proud to proudly

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Raphael or the other artists was proud of the painting. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xviii) • Conjunctions: Compound Subjects

Correct answer: A Change or to and

WHY THIS IS CORRECT

The sentence means both Raphael and the artists were proud, so the joining conjunction should be and, forming a compound subject.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Artists is a correct plural. Proud is an adjective and is correct. The wrong conjunction is used, so Make no change is not right.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change or to and. The sentence means both Raphael and the artists were proud, so the joining conjunction should be and, forming a compound subject."

▸ *Walk through why the other choices are traps.*

"Artists is a correct plural. Proud is an adjective and is correct. The wrong conjunction is used, so Make no change is not right."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change or to and

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates"

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **coordinating conjunction** to join two actions into a **compound predicate**.
A compound predicate has one subject doing two actions: Ava **looked and wondered**.
Joining the actions keeps my writing smooth without repeating the subject.

SENTENCE WEATHER

Conjunction (RAINBOW)

A coordinating conjunction is a RAINBOW that connects. It can join two actions into one compound predicate: looked and wondered.

WHERE IT APPEARS: In a sentence about the Renaissance, a conjunction joins two actions into a compound predicate.

This deck teaches **Conjunctions: Compound Predicates** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Conjunctions: Compound Predicates

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is conjunctions: compound predicates, the standard says: 'edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: conjunctions: compound predicates, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Conjunctions: Compound Predicates slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Conjunctions: Compound Predicates · Teacher Script · 51

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 23 of 36

TEKS (11)(D)(xix) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates"

Find the compound predicate.

Read the sentence. Find the two actions joined by a conjunction.

"Ava looked and wondered about the painting."

I CAN I can find a compound predicate in a sentence.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the compound predicate. Read the sentence. Find the two actions joined by a conjunction."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Ava looked and wondered about the painting.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The compound predicate is looked and wondered, joined by the conjunction and.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The compound predicate is looked and wondered, joined by the conjunction and.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "conjunctions: compound predicates" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when conjunctions: 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.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 23 of 36

TEKS (11)(D)(xix) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates"

Choose the conjunction.

Two words are offered. Choose the conjunction that joins the actions.

"The teacher explained (soon / and) pointed to the art."

I CAN I can choose the conjunction that joins two actions.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two words are offered. Choose the conjunction that joins the actions."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The teacher explained (soon / and) pointed to the art.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "and" is the conjunction that joins the two actions.

(11)(D)(xix) · Conjunctions: 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, "and" is the conjunction that joins the two actions.

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

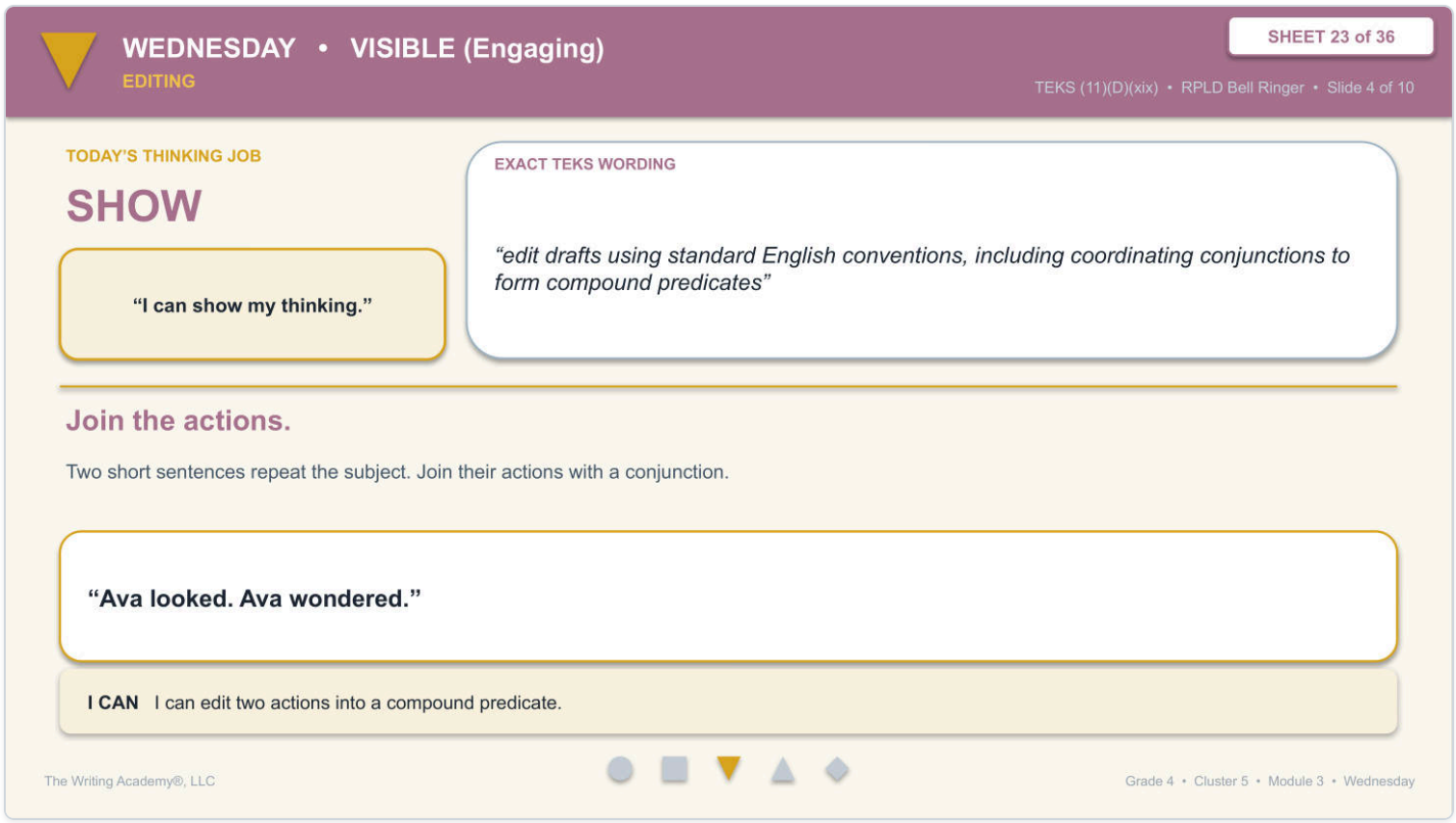
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

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?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two short sentences repeat the subject. Join their actions with a conjunction."

"Read this with me: 'Ava looked. Ava wondered.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Ava looked and wondered." The conjunction and joins the two actions.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Ava looked and wondered." The conjunction and joins the two actions.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.

THURSDAY • INDEPENDENT (Independent)
EDITING

SHEET 23 of 36

TEKS (11)(D)(xix) • RPLD Bell Ringer • Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

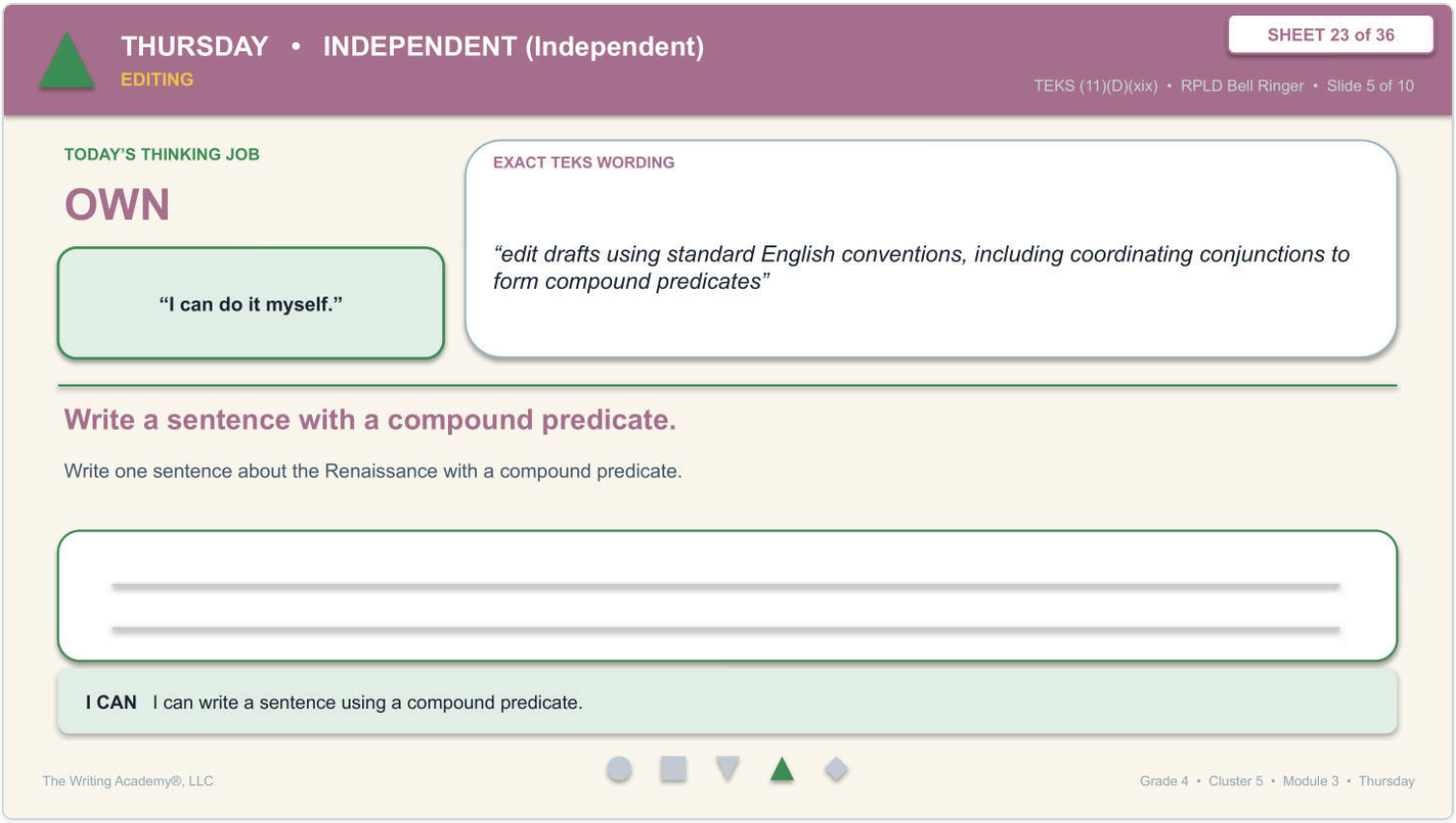
"edit drafts using standard English conventions, including coordinating conjunctions to form compound predicates"

Write a sentence with a compound predicate.

Write one sentence about the Renaissance with a compound predicate.

I CAN I can write a sentence using a compound predicate.

The Writing Academy®, LLC



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the Renaissance with a compound predicate."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The artist painted and inspired others." The compound predicate is joined by and.

(11)(D)(xix) · Conjunctions: 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, Sample: "The artist painted and inspired others." The compound predicate is 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

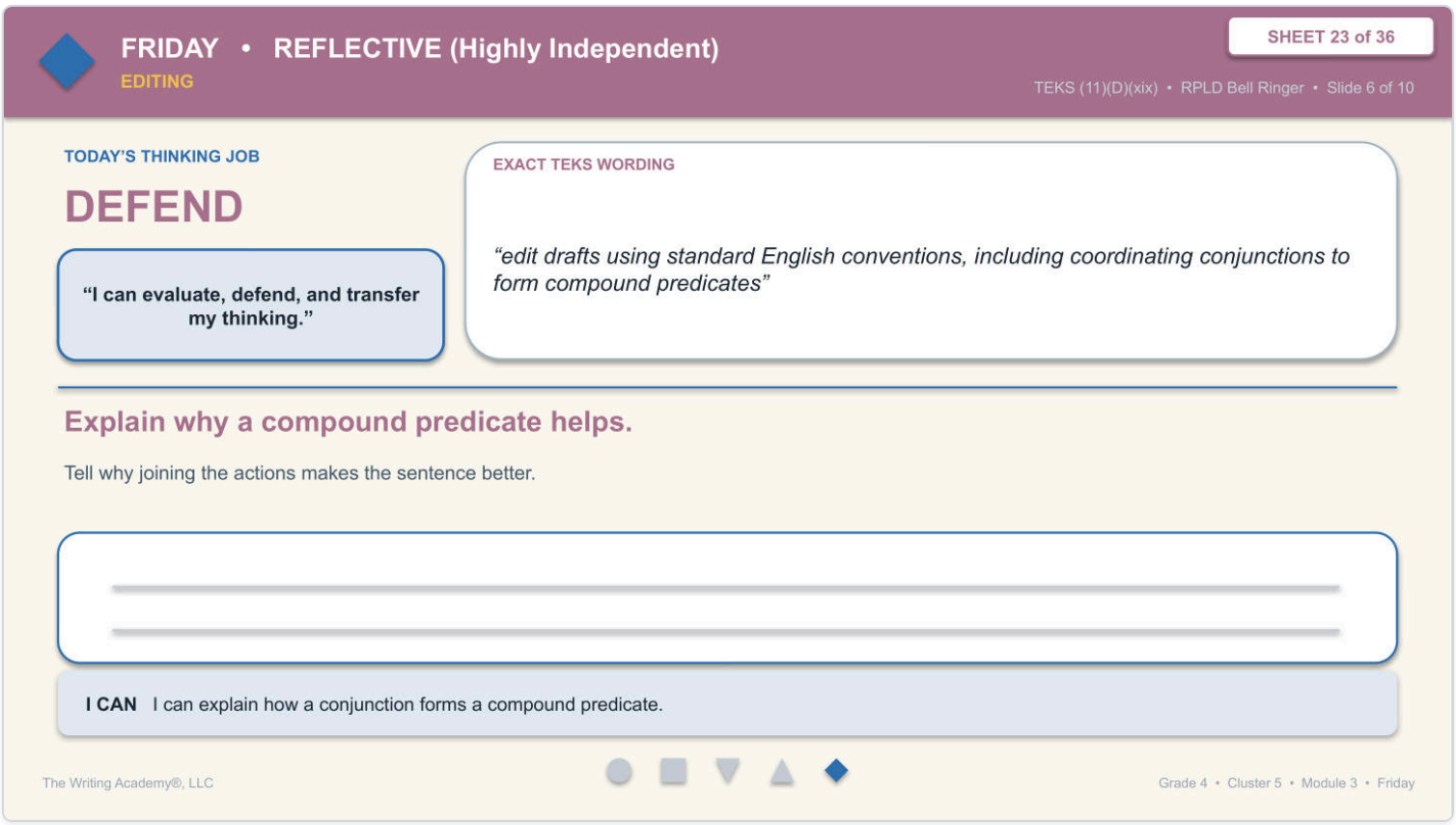
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

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.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: One subject does two actions, so and joins them without repeating the subject.

(11)(D)(xix) · Conjunctions: 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, One subject does two actions, so and joins them without repeating the subject.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xix) • Conjunctions: Compound Predicates

SHEET 23 of 36

Slide 7 of 10

Complete the **coordinating conjunctions for compound predicates** 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 predicates**	"Ava looked and wondered about the painting." *The conjunction and joins two actions into one compound predicate.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 23 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, The conjunction and joins two actions into one compound predicate.

(11)(D)(xix) · Conjunctions: 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xix) • Conjunctions: Compound Predicates

SHEET 23 of 36

Slide 8 of 10

NOTICE Monday	The compound predicate is looked and wondered, joined by the conjunction and.
CHOOSE Tuesday	“and” is the conjunction that joins the two actions.
SHOW Wednesday	“Ava looked and wondered.” The conjunction and joins the two actions.
OWN Thursday	Sample: “The artist painted and inspired others.” The compound predicate is joined by and.
DEFEND Friday	One subject does two actions, so and joins them without repeating the subject.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The compound predicate is looked and wondered, joined by the conjunction and. Emergent, “and” is the conjunction that joins the two actions. Visible, “Ava looked and wondered.” The conjunction and joins the two actions. Independent, Sample: “The artist painted and inspired others.” The compound predicate is joined by and. Reflective, One subject does two actions, so and joins them without repeating the subject.*

ANSWER KEY: The compound predicate is looked and wondered, joined by the conjunction and. · “and” is the conjunction that joins the two actions. · “Ava looked and wondered.” The conjunction and joins the two actions. · Sample: “The artist painted and inspired others.” The compound predicate is joined by and. · One subject does two actions, so and joins them without repeating the subject.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Conjunctions: Compound Predicates · Teacher Script · 58

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xix) • Conjunctions: Compound Predicates

Read this part of a student's draft.

(1) Ava studied the art but not asked a question.

What change should be made in sentence 1?

A Change not asked to asked

B Change studied to studies

C Change art to Art

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Ava studied the art but not asked a question. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xix) • Conjunctions: Compound Predicates

SHEET 23 of 36

Slide 10 of 10

Correct answer: A Change not asked to asked

WHY THIS IS CORRECT

The compound predicate joins two actions, studied and asked, so the second action should read and asked.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Studied is the correct past tense. Art is a common noun and stays lowercase. The predicate is wrong, so Make no change is not right.

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 not asked to asked. The compound predicate joins two actions, studied and asked, so the second action should read and asked."

▸ *Walk through why the other choices are traps.*

"Studied is the correct past tense. Art is a common noun and stays lowercase. The predicate is wrong, so Make no change is not right."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change not asked to asked

(11)(D)(xix) · Conjunctions: 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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences"

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **coordinating conjunction** to join two complete ideas into a **compound sentence**.
The joining words are **and, but, or, so, for, nor, yet**, and a comma comes before them.
The right conjunction shows how my two ideas connect, whether they add, contrast, or show a result.

SENTENCE WEATHER

Conjunction (RAINBOW)

A coordinating conjunction is a RAINBOW that connects two complete ideas: and adds, but contrasts, so shows a result.

WHERE IT APPEARS: In a sentence about the Renaissance, a conjunction joins two complete ideas into a compound sentence.

This deck teaches **Conjunctions: Compound Sentences** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Conjunctions: Compound Sentences

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is conjunctions: compound sentences, the standard says: 'edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: conjunctions: compound sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Conjunctions: Compound Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 23 of 36

TEKS (11)(D)(xx) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences"

Find the conjunction.

Read the compound sentence. Find the coordinating conjunction that joins the two ideas.

"Kings held power, but new ideas spread."

I CAN I can find the conjunction in 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. Find the conjunction. Read the compound sentence. Find the coordinating conjunction that joins the two ideas."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Kings held power, but new ideas spread.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The conjunction is but; it joins the two complete ideas and shows a contrast.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The conjunction is but; it joins the two complete ideas and shows a contrast.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "conjunctions: compound sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when conjunctions: 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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Conjunctions: Compound Sentences · Teacher Script · 62

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences"

Choose the conjunction that fits.

Two conjunctions are offered. Choose the one whose meaning fits.

"Ava looked closely, (and / so) she understood the art."

I CAN I can choose the conjunction that shows how two ideas connect.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two conjunctions are offered. Choose the one whose meaning fits."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Ava looked closely, (and / so) she understood the art.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "so" is correct because the second idea is the result of the first.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "so" is correct because the second idea is the result of the first.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences"

Join two ideas with a conjunction.

Two complete ideas stand alone. Join them with a comma and a conjunction.

"The painting was old. The ideas felt new."

I CAN I can edit two ideas into a compound sentence with a conjunction.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two complete ideas stand alone. Join them with a comma and a conjunction."

"Read this with me: 'The painting was old. The ideas felt new.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The painting was old, but the ideas felt new." But joins the two ideas and shows contrast.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The painting was old, but the ideas felt new." But joins the two ideas and shows contrast.

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.

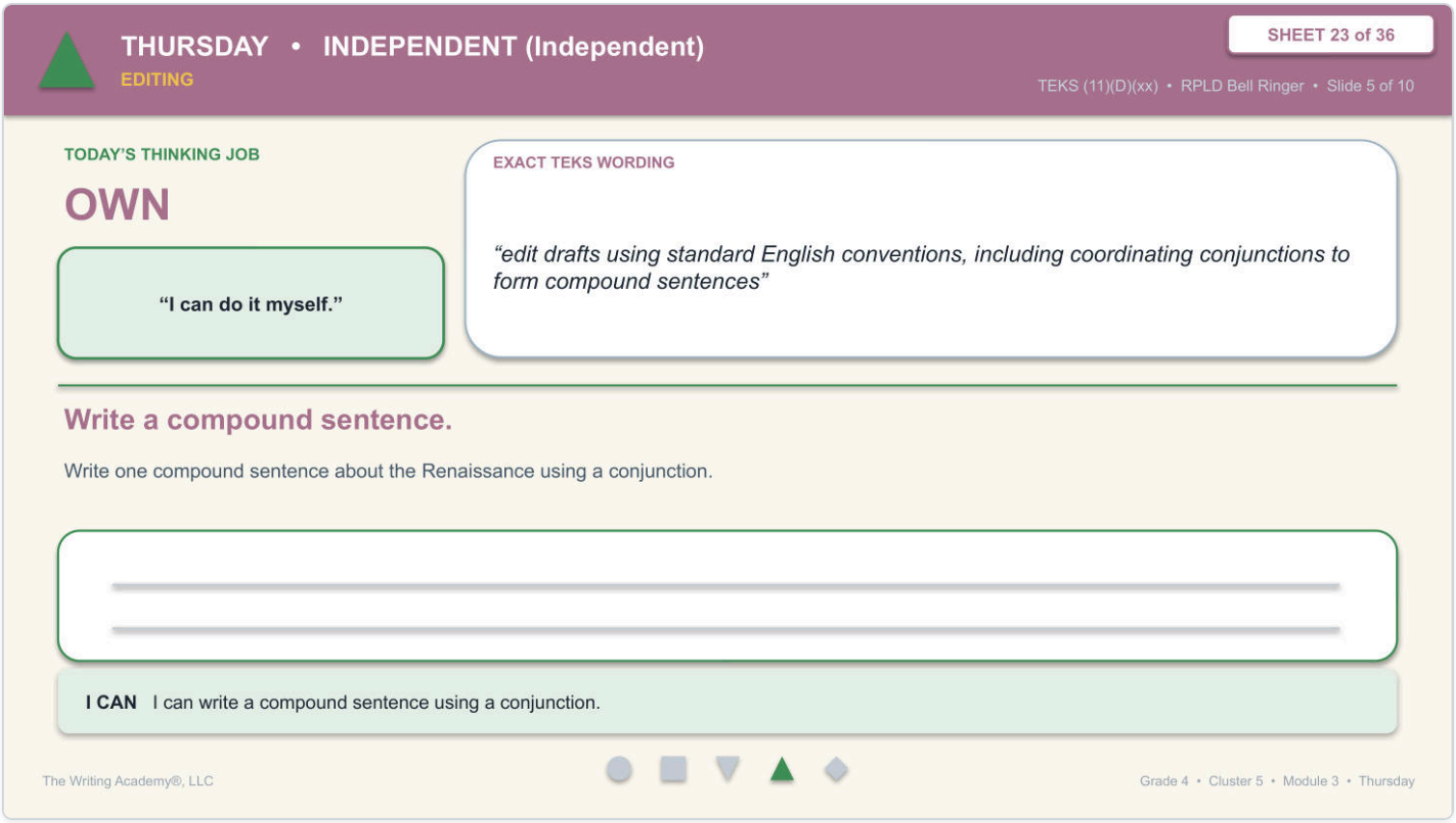
RPLD EVIDENCE & ADVICE

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Conjunctions: Compound Sentences · Teacher Script · 64



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the Renaissance using a conjunction."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Artists painted new ideas, and people began to think differently." And joins the two ideas.

(11)(D)(xx) · Conjunctions: Compound Sentences · 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, Sample: "Artists painted new ideas, and people began to think differently." And joins the two ideas.

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.

FRIDAY • REFLECTIVE (Highly Independent)
EDITING

SHEET 23 of 36

TEKS (11)(D)(xx) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including coordinating conjunctions to form compound sentences"

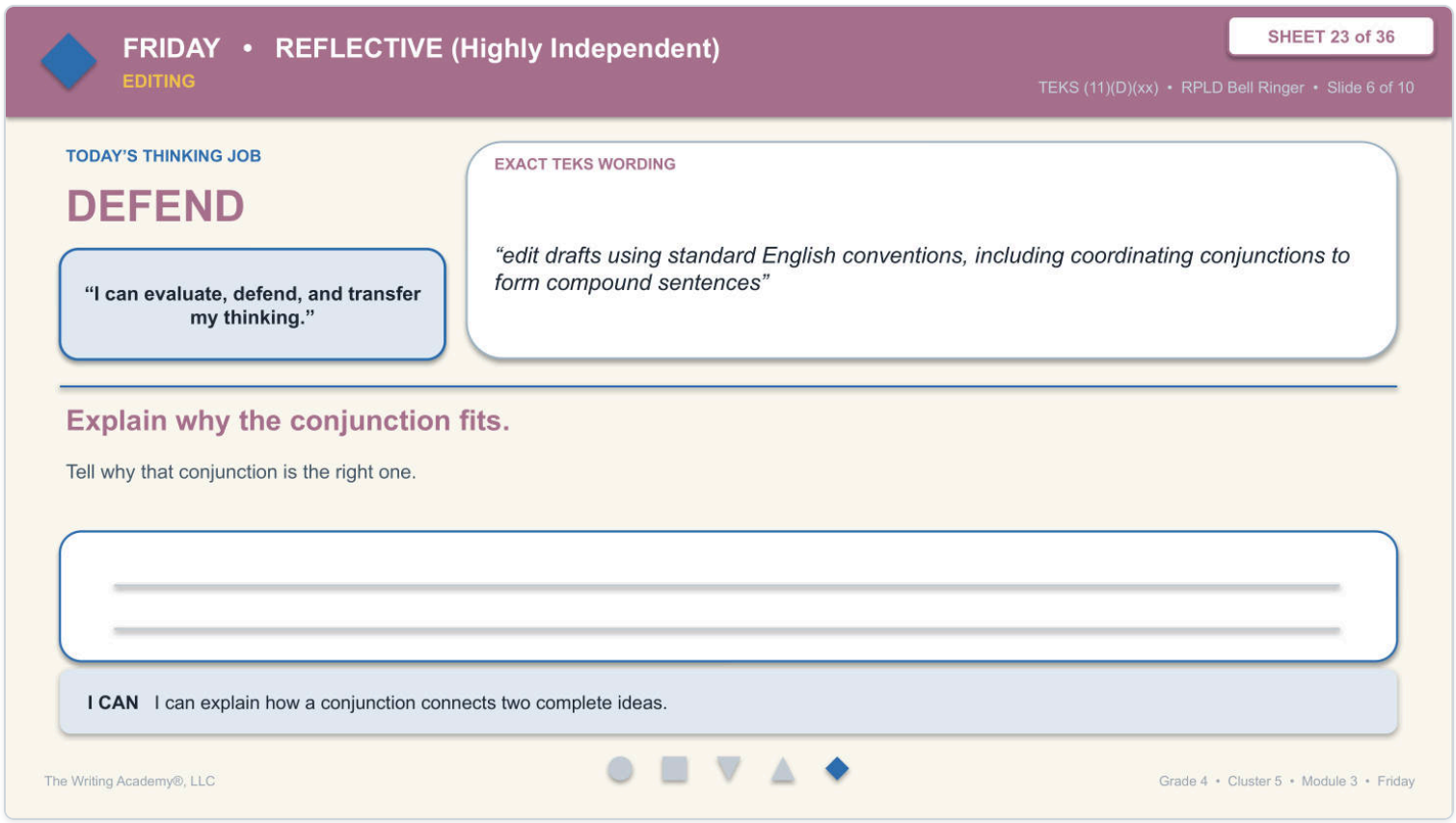
Explain why the conjunction fits.

Tell why that conjunction is the right one.

I CAN I can explain how a conjunction connects two complete ideas.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • Module 3 • Friday



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The second idea is the result of the first, so the conjunction so shows the connection.

(11)(D)(xx) · Conjunctions: Compound Sentences · 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, The second idea is the result of the first, so the conjunction so shows the connection.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xx) • Conjunctions: Compound Sentences

SHEET 23 of 36

Slide 7 of 10

Complete the **coordinating conjunctions for compound sentences** 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 sentences**	"Kings held power, but new ideas spread." *The conjunction but joins two complete ideas and shows a contrast.*

MY OWN EXAMPLE:

Write your own example here.

➜ **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, The conjunction but joins two complete ideas and shows a contrast.

(11)(D)(xx) · Conjunctions: Compound Sentences · 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)

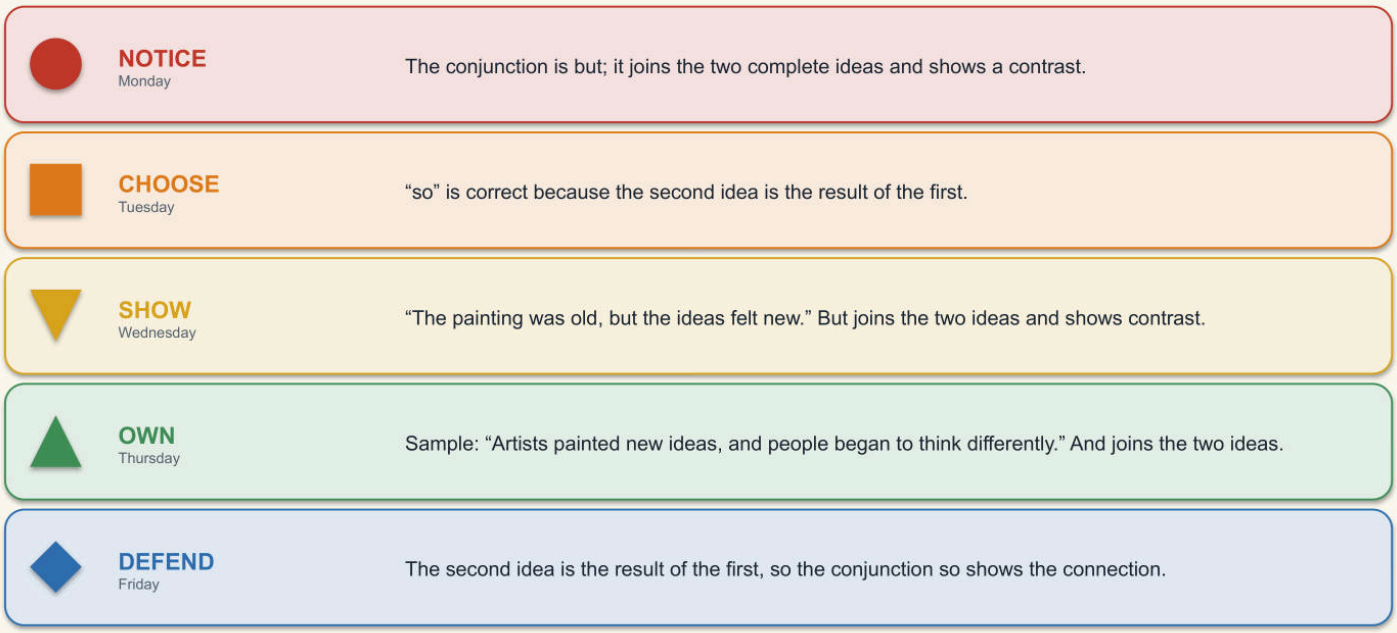
For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xx) • Conjunctions: Compound Sentences

SHEET 23 of 36

Slide 8 of 10



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The conjunction is but; it joins the two complete ideas and shows a contrast. Emergent, “so” is correct because the second idea is the result of the first. Visible, “The painting was old, but the ideas felt new.” But joins the two ideas and shows contrast. Independent, Sample: “Artists painted new ideas, and people began to think differently.” And joins the two ideas. Reflective, The second idea is the result of the first, so the conjunction so shows the connection.*

ANSWER KEY: The conjunction is but; it joins the two complete ideas and shows a contrast. · “so” is correct because the second idea is the result of the first. · “The painting was old, but the ideas felt new.” But joins the two ideas and shows contrast. · Sample: “Artists painted new ideas, and people began to think differently.” And joins the two ideas. · The second idea is the result of the first, so the conjunction so shows the connection.

(11)(D)(xx) · Conjunctions: Compound Sentences · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xx) • Conjunctions: Compound Sentences

Read this part of a student's draft.

(1) Ava wanted to learn, she asked her teacher a question.

What change should be made in sentence 1?

A Add the word so after the comma

B Remove the comma

C Change wanted to want

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Ava wanted to learn, she asked her teacher a question. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xx) • Conjunctions: Compound Sentences

SHEET 23 of 36

Slide 10 of 10

Correct answer: A Add the word so after the comma

WHY THIS IS CORRECT

Two complete ideas need a conjunction to form a compound sentence, so so is added after the comma to show the result.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Removing the comma would make a run-on. Wanted is the correct past tense. A conjunction is needed, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add the word so after the comma. Two complete ideas need a conjunction to form a compound sentence, so so is added after the comma to show the result."

▸ *Walk through why the other choices are traps.*

"Removing the comma would make a run-on. Wanted is the correct past tense. A conjunction is needed, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add the word so after the comma

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.

EDITING PART TWO

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 edit, I put a **comma before the joining word** in a compound sentence.
The comma comes right before and, but, or, or so when they join two complete ideas.
The comma tells the reader where the first complete idea ends.

KEY IDEA

A comma is a **convention** of punctuation, so it wears no weather symbol.
In a compound sentence, put the comma right before the joining word: ...old, **but** the ideas felt new.
WHERE IT APPEARS: In a compound sentence about the Renaissance, a comma comes before the joining word.

This deck teaches **Commas in Compound Sentences** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Commas in Compound Sentences

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is commas in compound sentences, the standard says: 'edit drafts using standard English conventions, including 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."

NOTE: This week: commas in compound sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Commas in Compound Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Commas in Compound Sentences · Teacher Script · 71

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 24 of 36

TEKS (11)(D)(xxxi) • RPLD Bell Ringer • Slide 2 of 10

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"

Find where the comma belongs.

Read the compound sentence. Find the joining word where the comma belongs.

"Ava looked closely, and she understood."

I CAN I can find where the comma belongs in 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. Find where the comma belongs. Read the compound sentence. Find the joining word where the comma belongs."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Ava looked closely, and she understood.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The comma belongs before and, where the first complete idea ends.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The comma belongs before and, where the first complete idea ends.

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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 24 of 36

TEKS (11)(D)(xxxi) • RPLD Bell Ringer • Slide 3 of 10

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 punctuation.

Two versions are offered. Choose the one with the comma in the right place.

"Kings held power (and / , and) ideas changed."

I CAN I can choose the correct comma placement.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two versions are offered. Choose the one with the comma in the right place."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Kings held power (and / , and) ideas changed.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ", and" is correct because the comma comes before the joining word.

(11)(D)(xxxi) · Commas in 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, ", and" is correct because the comma comes before the joining word.

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"

Add the missing comma.

A compound sentence is missing its comma. Add it before the joining word.

"The painting was old but the ideas felt new."

I CAN I can edit a compound sentence to add the missing comma.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A compound sentence is missing its comma. Add it before the joining word."

"Read this with me: 'The painting was old but the ideas felt new.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The painting was old, but the ideas felt new." The comma is added before but.

(11)(D)(xxxi) · Commas in 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 painting was old, but the ideas felt new." The comma is added before but.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

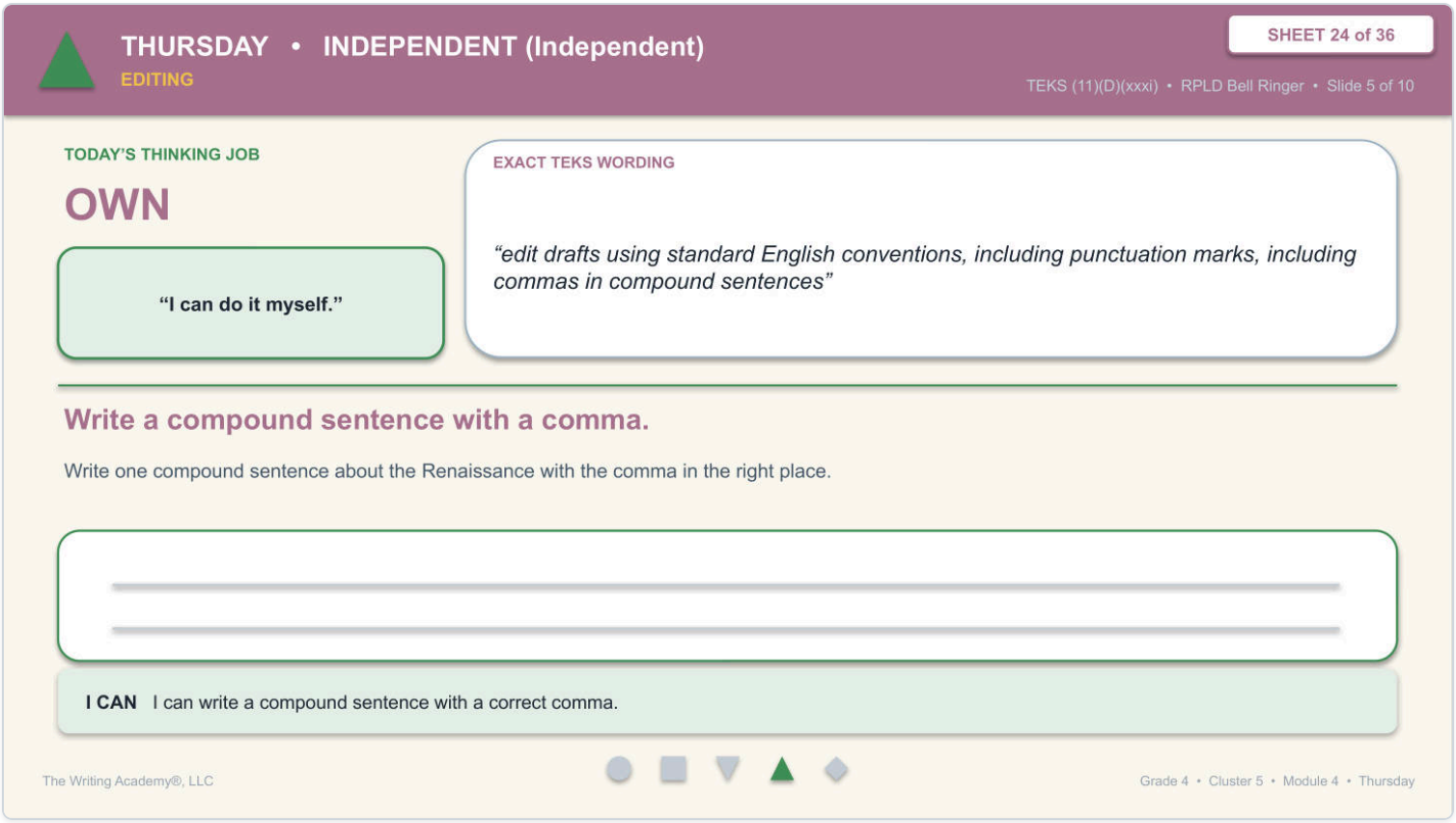
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the Renaissance with the comma 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: Sample: "Artists painted new scenes, and thinkers shared new ideas." The comma is placed correctly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Artists painted new scenes, and thinkers shared new ideas." The comma is placed correctly.

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"

Explain why the comma is needed.

Tell why the comma comes before the joining word.

I CAN I can explain why a comma comes before the joining word.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.

(11)(D)(xxxi) · Commas in 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, The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxxi) • Commas in Compound Sentences

SHEET 24 of 36

Slide 7 of 10

Complete the **commas in compound sentences** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxxi) edit drafts using standard English conventions, including **commas in compound sentences**	"Ava looked closely, and she understood." *The comma comes right before the joining word and in the compound sentence.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 24 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, The comma comes right before the joining word and in the compound sentence.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxxi) • Commas in Compound Sentences

NOTICE Monday	The comma belongs before and, where the first complete idea ends.
CHOOSE Tuesday	", and" is correct because the comma comes before the joining word.
SHOW Wednesday	"The painting was old, but the ideas felt new." The comma is added before but.
OWN Thursday	Sample: "Artists painted new scenes, and thinkers shared new ideas." The comma is placed correctly.
DEFEND Friday	The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▸ *Walk through the answers together and have students self-check and correct: Foundational, The comma belongs before and, where the first complete idea ends. Emergent, ", and" is correct because the comma comes before the joining word. Visible, "The painting was old, but the ideas felt new." The comma is added before but. Independent, Sample: "Artists painted new scenes, and thinkers shared new ideas." The comma is placed correctly. Reflective, The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.*

ANSWER KEY: The comma belongs before and, where the first complete idea ends. · ", and" is correct because the comma comes before the joining word. · "The painting was old, but the ideas felt new." The comma is added before but. · Sample: "Artists painted new scenes, and thinkers shared new ideas." The comma is placed correctly. · The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxxi) • Commas in Compound Sentences

SHEET 24 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) Ava studied the painting and she asked a question.

What change should be made in sentence 1?

A Add a comma after painting

B Change studied to studies

C Change asked to asks

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Ava studied the painting and she asked a question. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxxi) • Commas in Compound Sentences

SHEET 24 of 36

Slide 10 of 10

Correct answer: A Add a comma after painting

WHY THIS IS CORRECT

In a compound sentence, a comma goes before the joining word and, so a comma is added after painting.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Studied and asked are both correct past tense. The comma is missing, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma after painting. In a compound sentence, a comma goes before the joining word and, so a comma is added after painting."

▸ *Walk through why the other choices are traps.*

"Studied and asked are both correct past tense. The comma is missing, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma after painting

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.

EDITING PART TWO

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 edit, I use an **apostrophe** to show that something **belongs to** someone or something.
For one owner, I add **apostrophe s**: **Jayden's** backpack. For more than one owner ending in s, I add just an **apostrophe**: the **students'** games.
The apostrophe shows ownership, so the reader knows exactly what belongs to whom.

KEY IDEA

An apostrophe is a **convention** of punctuation, so it wears no weather symbol.
Add **'s** for one owner (**Jayden's**) and just **'** for more than one owner ending in s (**students'**).

WHERE IT APPEARS: In a sentence about field day, an apostrophe shows that something belongs to someone.

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."

NOTE: This week: apostrophes in possessives, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Apostrophes in Possessives slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Apostrophes in Possessives · Teacher Script · 1

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives"

Find the possessive.

Read the sentence. Find the word that uses an apostrophe to show ownership.

"Jayden's morning started sunny."

I CAN I can find a possessive noun with an apostrophe.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the possessive. Read the sentence. Find the word that uses an apostrophe to show ownership."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Jayden's morning started sunny.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The possessive is Jayden's; the apostrophe and s show the morning belongs to Jayden.

(11)(D)(xxx) · Apostrophes in Possessives · 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 possessive is Jayden's; the apostrophe and s show the morning belongs to Jayden.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Apostrophes in Possessives · Teacher Script · 2

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.

Two forms are offered. Choose the one that shows ownership correctly.

"The (suns / sun's) warmth felt nice."

I CAN I can choose the correct possessive form.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one that shows ownership correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The (suns / sun's) warmth felt nice.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "sun's" is correct because the warmth belongs to the sun.

(11)(D)(xxx) · Apostrophes in Possessives · 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, "sun's" is correct because the warmth belongs to the sun.

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"

Fix the apostrophe.

A possessive is missing its apostrophe. Add it in the right place.

"The students races were fun."

I CAN I can edit a possessive so the apostrophe is correct.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A possessive is missing its apostrophe. Add it in the right place."

"Read this with me: 'The students races were fun.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The students' races were fun." More than one student owns the races, so the apostrophe goes after the s.

(11)(D)(xxx) · Apostrophes in Possessives · 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 students' races were fun." More than one student owns the races, so the apostrophe goes after the s.

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.

THURSDAY • INDEPENDENT (Independent)
EDITING

SHEET 25 of 36

TEKS (11)(D)(xxx) • RPLD Bell Ringer • Slide 5 of 10

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"

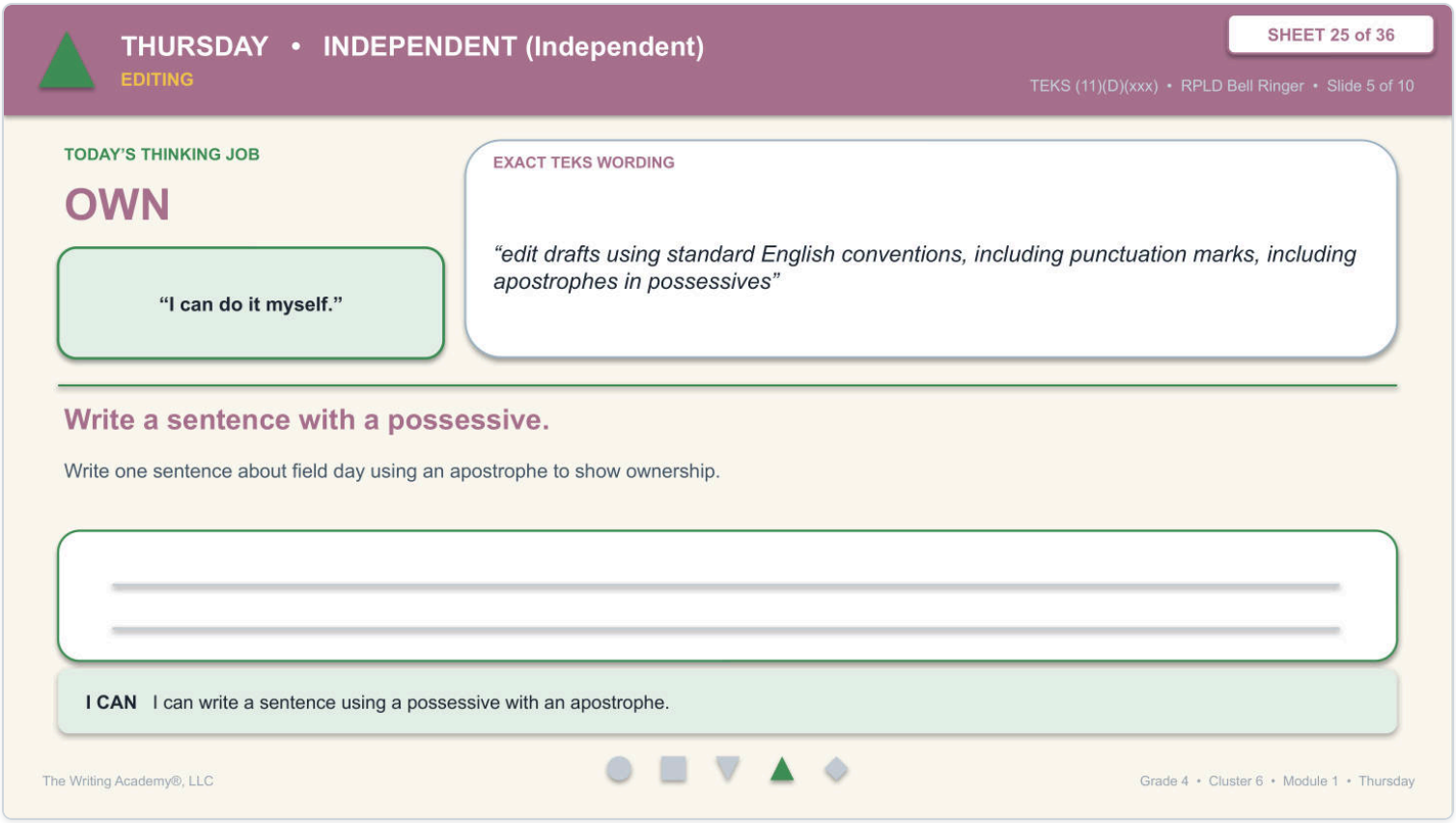
Write a sentence with a possessive.

Write one sentence about field day using an apostrophe to show ownership.

I CAN I can write a sentence using a possessive with an apostrophe.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 1 • Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about field day using an apostrophe to show ownership."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Ms. Rios's lesson helped Jayden." The apostrophe s shows the lesson belongs to Ms. Rios.

(11)(D)(xxx) · Apostrophes in Possessives · 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, Sample: "Ms. Rios's lesson helped Jayden." The apostrophe s shows the lesson belongs to Ms. Rios.

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"

Explain why the apostrophe is there.

Tell why the word needs an apostrophe.

I CAN I can explain how an apostrophe shows possession.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The warmth belongs to the sun, so sun's needs an apostrophe and an s to show ownership.

(11)(D)(xxx) · Apostrophes in Possessives · 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 warmth belongs to the sun, so sun's needs an apostrophe and an s to show ownership.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Apostrophes in Possessives · Teacher Script · 6

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxx) • Apostrophes in Possessives

SHEET 25 of 36

Slide 7 of 10

Complete the **apostrophes in possessives** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxx) edit drafts using standard English conventions, including **apostrophes in possessives**	"**Jayden's** morning started sunny." *Jayden's uses an apostrophe and s to show the morning belongs to Jayden.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 25 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, Jayden's uses an apostrophe and s to show the morning belongs to Jayden.

(11)(D)(xxx) · Apostrophes in Possessives · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxx) • Apostrophes in Possessives

SHEET 25 of 36

Slide 8 of 10

NOTICE Monday	The possessive is Jayden's; the apostrophe and s show the morning belongs to Jayden.
CHOOSE Tuesday	“sun's” is correct because the warmth belongs to the sun.
SHOW Wednesday	“The students' races were fun.” More than one student owns the races, so the apostrophe goes after the s.
OWN Thursday	Sample: “Ms. Rios's lesson helped Jayden.” The apostrophe s shows the lesson belongs to Ms. Rios.
DEFEND Friday	The warmth belongs to the sun, so sun's needs an apostrophe and an s to show ownership.

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 Jayden's; the apostrophe and s show the morning belongs to Jayden. Emergent, “sun's” is correct because the warmth belongs to the sun. Visible, “The students' races were fun.” More than one student owns the races, so the apostrophe goes after the s. Independent, Sample: “Ms. Rios's lesson helped Jayden.” The apostrophe s shows the lesson belongs to Ms. Rios. Reflective, The warmth belongs to the sun, so sun's needs an apostrophe and an s to show ownership.*

ANSWER KEY: The possessive is Jayden's; the apostrophe and s show the morning belongs to Jayden. · “sun's” is correct because the warmth belongs to the sun. · “The students' races were fun.” More than one student owns the races, so the apostrophe goes after the s. · Sample: “Ms. Rios's lesson helped Jayden.” The apostrophe s shows the lesson belongs to Ms. Rios. · The warmth belongs to the sun, so sun's needs an apostrophe and an s to show ownership.

(11)(D)(xxx) · Apostrophes in Possessives · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxx) • Apostrophes in Possessives

Read this part of a student's draft.

(1) The teachers whistle ended field day early.

What change should be made in sentence 1?

A Change teachers to teacher's

B Change whistle to whistles

C Change ended to ends

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The teachers whistle ended field day early. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Apostrophes in Possessives · Teacher Script · 9

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxx) • Apostrophes in Possessives

Correct answer: A Change teachers to teacher's

WHY THIS IS CORRECT

The whistle belongs to the teacher, so teacher's needs an apostrophe and s to show possession.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Whistle names one and is correct. Ended is the correct past tense. The possessive apostrophe is missing, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change teachers to teacher's. The whistle belongs to the teacher, so teacher's needs an apostrophe and s to show possession."

▸ *Walk through why the other choices are traps.*

"Whistle names one and is correct. Ended is the correct past tense. The possessive apostrophe is missing, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change teachers to teacher's

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Apostrophes in Possessives · Teacher Script · 10

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue"

WHAT DOES THIS MEAN TO ME?

When I edit, I put **quotation marks** around the **exact words a person says**.
A comma separates the spoken words from the speaker, and the end punctuation goes **inside** the quotation marks.
Quotation marks tell the reader exactly where the speaking begins and ends.

KEY IDEA

Quotation marks are a **convention** of punctuation, so they wear no weather symbol. Put quotation marks around the exact words spoken, with the end punctuation **inside**: **"This is weather,"** she said.
WHERE IT APPEARS: In a sentence about Ms. Rios's lesson, quotation marks show the exact words a person says.

This deck teaches **Quotation Marks in Dialogue** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Quotation Marks in Dialogue

~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 quotation marks in dialogue, the standard says: 'edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: quotation marks in dialogue, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Quotation Marks in Dialogue 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 quotation marks in dialogue"

Find the spoken words.

Read the sentence. Find the exact words that a person says.

""This is weather," Ms. Rios said."

I CAN I can find the exact words a person says.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the spoken words. Read the sentence. Find the exact words that a person says."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: "This is weather,' Ms. Rios said.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The spoken words are This is weather, and quotation marks belong around them.

(11)(D)(xxxii) · Quotation Marks in Dialogue · 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 spoken words are This is weather, and quotation marks belong around them.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "quotation marks in dialogue" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when quotation marks in dialogue 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 quotation marks in dialogue"

Choose the correct punctuation.

Two versions are offered. Choose the one that punctuates the dialogue correctly.

(This is weather, she said. / "This is weather," she said.)

I CAN I can choose the correct way to punctuate dialogue.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two versions are offered. Choose the one that punctuates the dialogue correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: (This is weather, she said. / 'This is weather,' she said.)"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ""This is weather," she said." is correct because the quotation marks surround the exact words.

(11)(D)(xxxii) · Quotation Marks in Dialogue · 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, ""This is weather," she said." is correct because the quotation marks surround the exact words.

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 quotation marks in dialogue"

Add the quotation marks.

The spoken words are missing their quotation marks. Add them.

"Climate is different, Ms. Rios explained."

I CAN I can edit dialogue to add quotation marks.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The spoken words are missing their quotation marks. Add them."

"Read this with me: 'Climate is different, Ms. Rios explained.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: ""Climate is different," Ms. Rios explained." The quotation marks are added around the spoken words.

(11)(D)(xxxii) · Quotation Marks in Dialogue · 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, ""Climate is different," Ms. Rios explained." The quotation marks are added around the spoken words.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

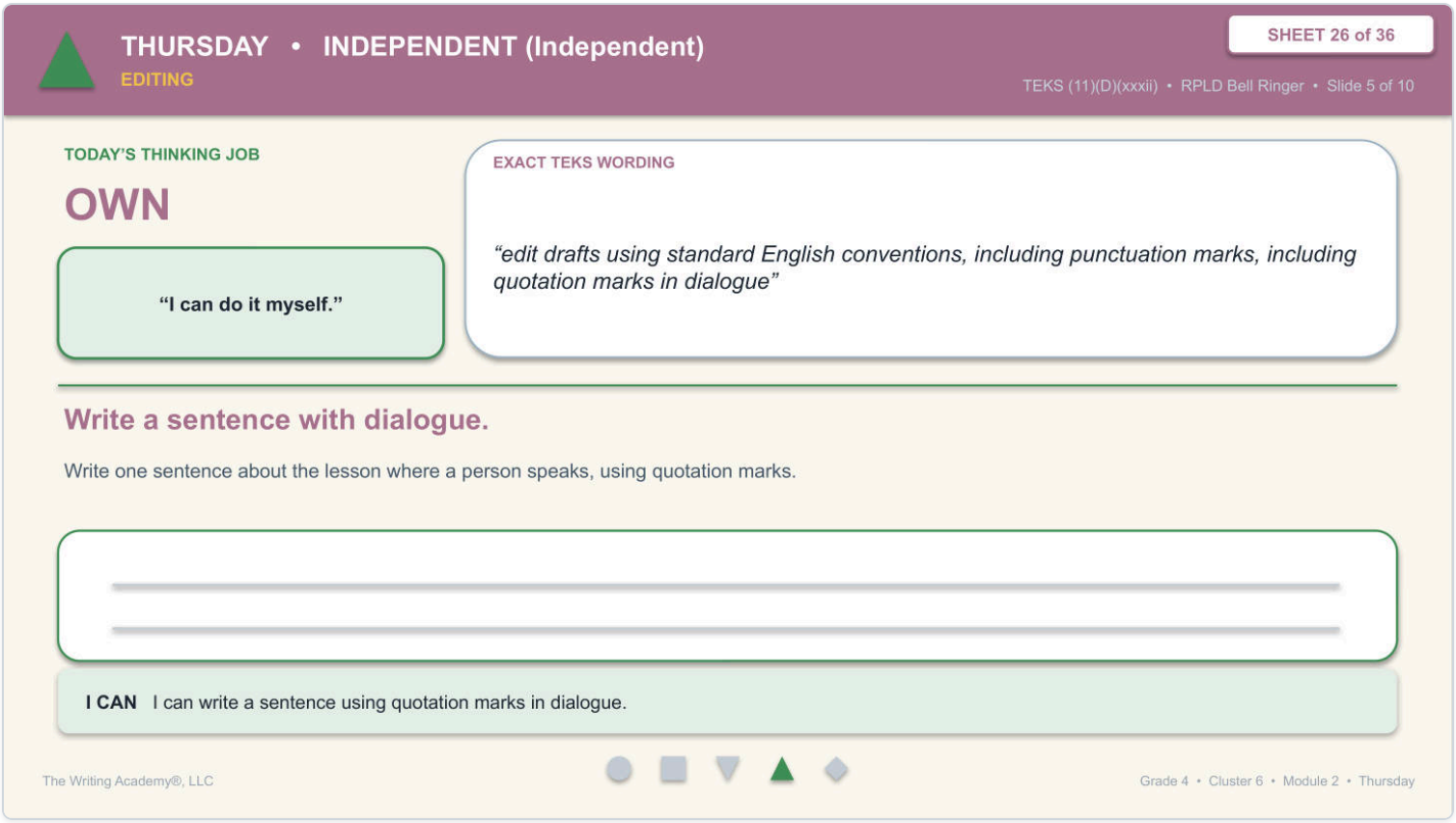
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the lesson where a person speaks, using quotation marks."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: ""The weather changed fast," Jayden said." The quotation marks show the exact words.

(11)(D)(xxxii) · Quotation Marks in Dialogue · 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, Sample: ""The weather changed fast," Jayden said." The quotation marks show the exact words.

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 quotation marks in dialogue"

Explain why quotation marks are used.

Tell why the spoken words need quotation marks.

I CAN I can explain how quotation marks show dialogue.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The words are exactly what Ms. Rios said, so quotation marks show where her speaking begins and ends.

(11)(D)(xxxii) · Quotation Marks in Dialogue · 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, The words are exactly what Ms. Rios said, so quotation marks show where her speaking begins and ends.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxxii) • Quotation Marks in Dialogue

SHEET 26 of 36

Slide 7 of 10

Complete the **quotation marks in dialogue** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxxii) edit drafts using standard English conventions, including **quotation marks in dialogue**	""This is weather," Ms. Rios said." *Quotation marks surround the exact words spoken, and the comma sits inside before the speaker tag.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 26 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, Ms. Rios said." Quotation marks surround the exact words spoken, and the comma sits inside before the speaker tag.

(11)(D)(xxxii) · Quotation Marks in Dialogue · 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

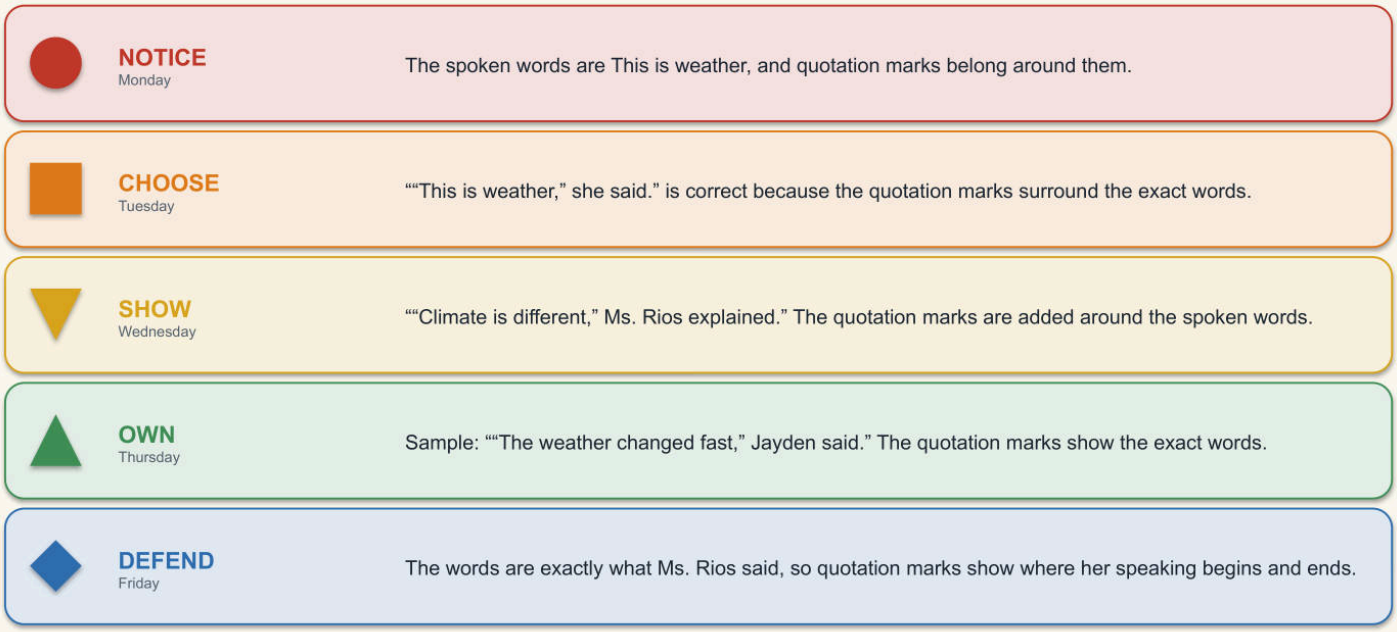
The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxxii) • Quotation Marks in Dialogue



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 spoken words are This is weather, and quotation marks belong around them. Emergent, ““This is weather,” she said.” is correct because the quotation marks surround the exact words. Visible, ““Climate is different,” Ms. Rios explained.” The quotation marks are added around the spoken words. Independent, Sample: ““The weather changed fast,” Jayden said.” The quotation marks show the exact words. Reflective, The words are exactly what Ms. Rios said, so quotation marks show where her speaking begins and ends.*

ANSWER KEY: The spoken words are This is weather, and quotation marks belong around them. · ““This is weather,” she said.” is correct because the quotation marks surround the exact words. · ““Climate is different,” Ms. Rios explained.” The quotation marks are added around the spoken words. · Sample: ““The weather changed fast,” Jayden said.” The quotation marks show the exact words. · The words are exactly what Ms. Rios said, so quotation marks show where her speaking begins and ends.

(11)(D)(xxxii) · Quotation Marks in Dialogue · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxxii) • Quotation Marks in Dialogue

Read this part of a student's draft.

(1) The weather is changing, Jayden said to his teacher.

What change should be made in sentence 1?

A Put quotation marks around The weather is changing,

B Change said to says

C Change teacher to Teacher

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The weather is changing, Jayden said to his teacher. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D)(xxxii) · Quotation Marks in Dialogue · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxxii) • Quotation Marks in Dialogue

Correct answer: A Put quotation marks around The weather is changing,

WHY THIS IS CORRECT

The words The weather is changing are exactly what Jayden said, so they need quotation marks around them.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Said is the correct past tense. Teacher is a common noun and stays lowercase. The quotation marks are missing, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Put quotation marks around The weather is changing,. The words The weather is changing are exactly what Jayden said, so they need quotation marks around them."

▸ *Walk through why the other choices are traps.*

"Said is the correct past tense. Teacher is a common noun and stays lowercase. The quotation marks are missing, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Put quotation marks around The weather is changing,

(11)(D)(xxxii) · Quotation Marks in Dialogue · 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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of sentences and words)"

WHAT DOES THIS MEAN TO ME?

This week I **review sentences and words** as I edit everything I have learned.
I check **complete and compound sentences** with **agreement**, and the right form of **verbs, nouns, adjectives, and adverbs**.
A careful review keeps my writing about the day of the storm clear and correct.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I apply my sentence and word skills at once.

WHERE IT APPEARS: In a story about a changing sky, I review the sentences and words.

This deck teaches **Cumulative Review: Sentences & Words** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Sentences & 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.*

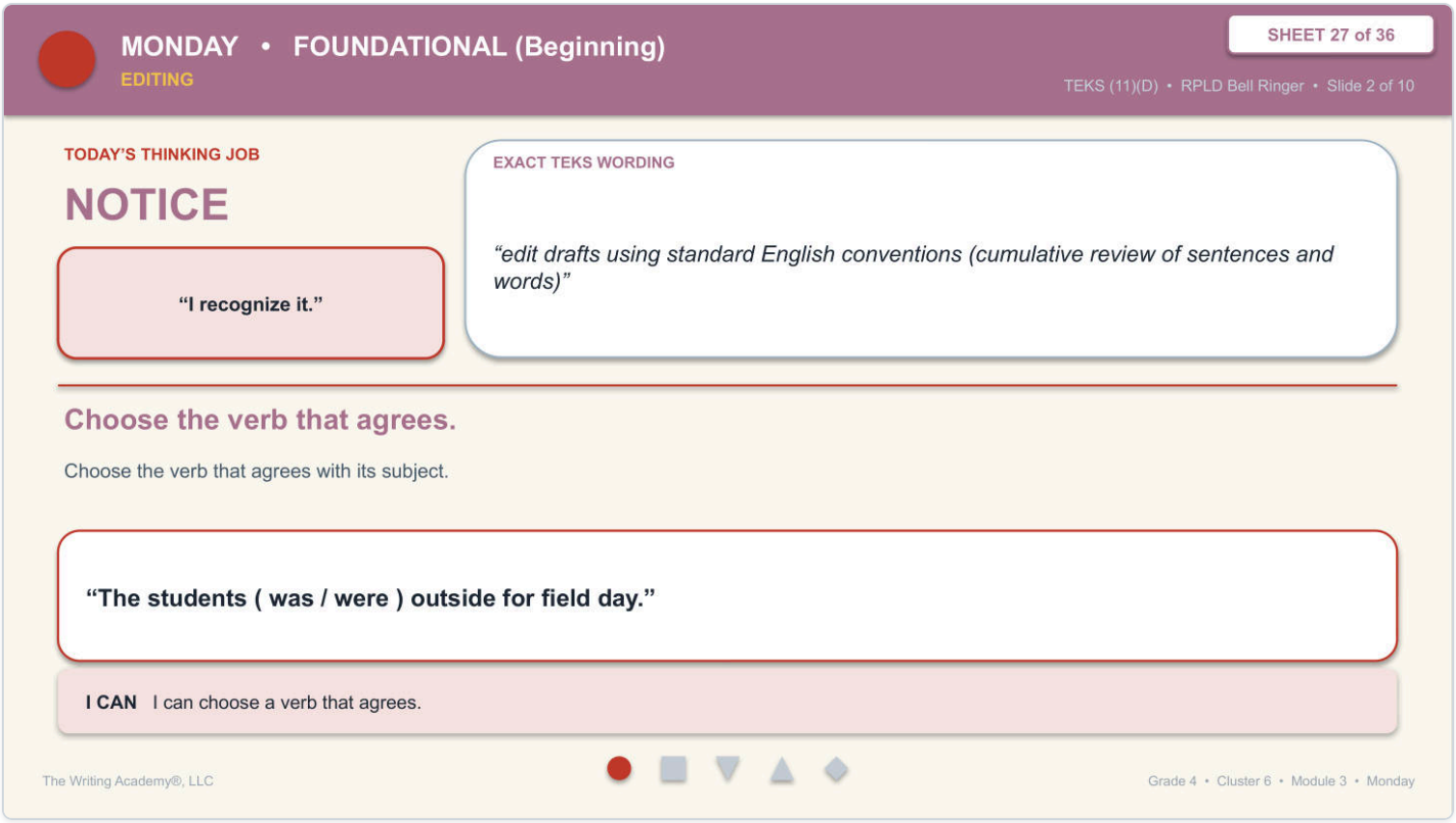
"This week, our editing focus is cumulative review: sentences & words, the standard says: 'edit drafts using standard English conventions (cumulative review of sentences and words).'"

▸ *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."

NOTE: This week: cumulative review: sentences & words, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Sentences & Words slide deck · student Editing Tracking Sheets · highlighters/pencils.



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. Choose the verb that agrees. Choose the verb that agrees with its subject."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The students (was / were) outside for field day.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "were" agrees with the plural subject students.

(11)(D) · Cumulative Review: Sentences & Words · 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, "were" agrees with the plural subject students.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: sentences & words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: sentences & 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 27 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of sentences and words)"

Fix the run-on.

Two ideas run together. Add a comma and a joining word.

"The wind grew stronger the rain began."

I CAN I can fix a run-on sentence.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 3 • Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two ideas run together. Add a comma and a joining word."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The wind grew stronger the rain began.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "The wind grew stronger, and the rain began." The comma and and fix the run-on.

(11)(D) · Cumulative Review: Sentences & Words · 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, "The wind grew stronger, and the rain began." The comma and and fix the run-on.

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?"

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 27 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of sentences and words)"

Fix the word form.

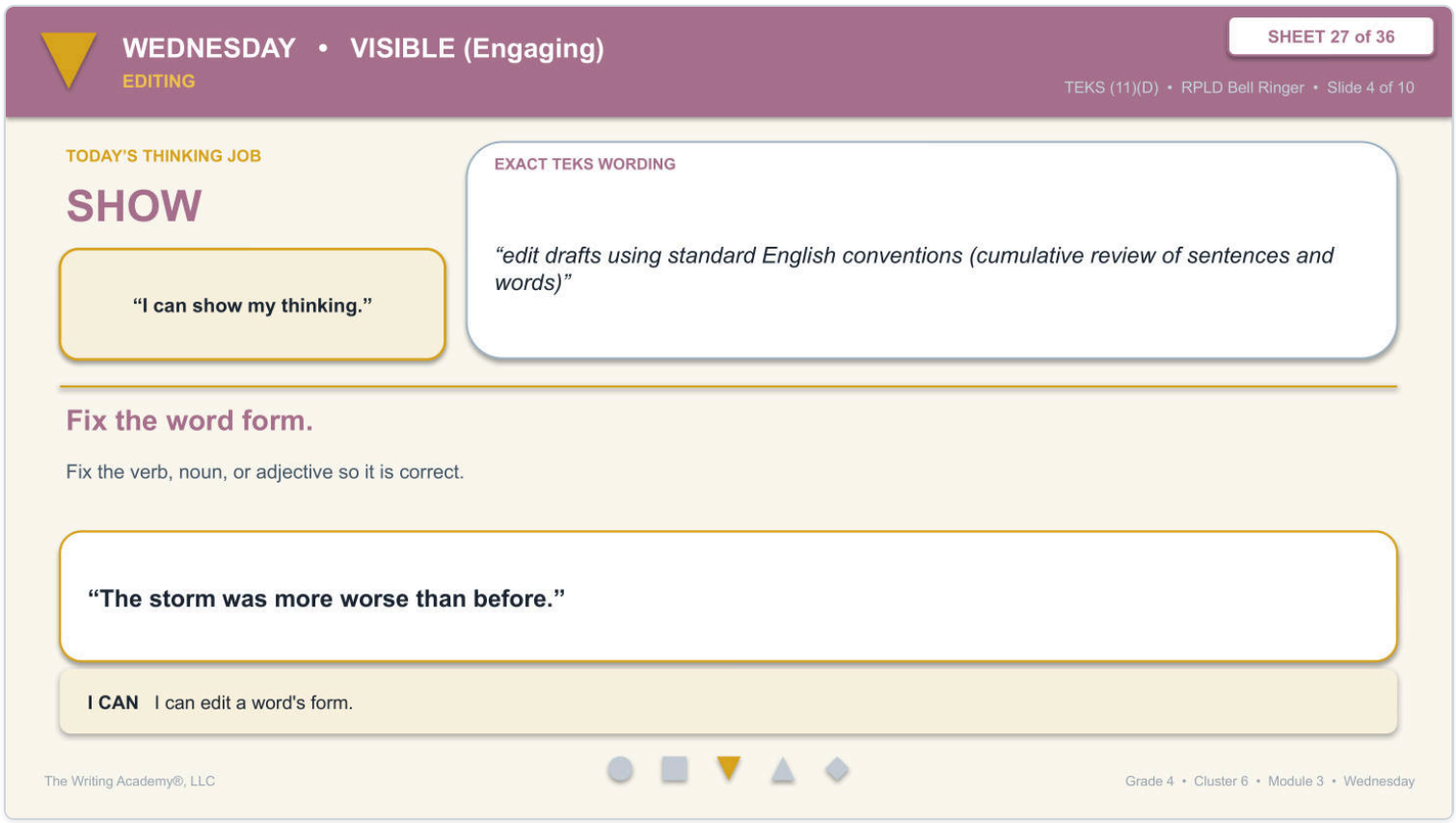
Fix the verb, noun, or adjective so it is correct.

"The storm was more worse than before."

I CAN I can edit a word's form.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 3 • 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. Fix the verb, noun, or adjective so it is correct."

"Read this with me: 'The storm was more worse than before.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The storm was worse than before." Worse is the correct comparative of bad.

(11)(D) · Cumulative Review: Sentences & Words · 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, "The storm was worse than before." Worse is the correct comparative of bad.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

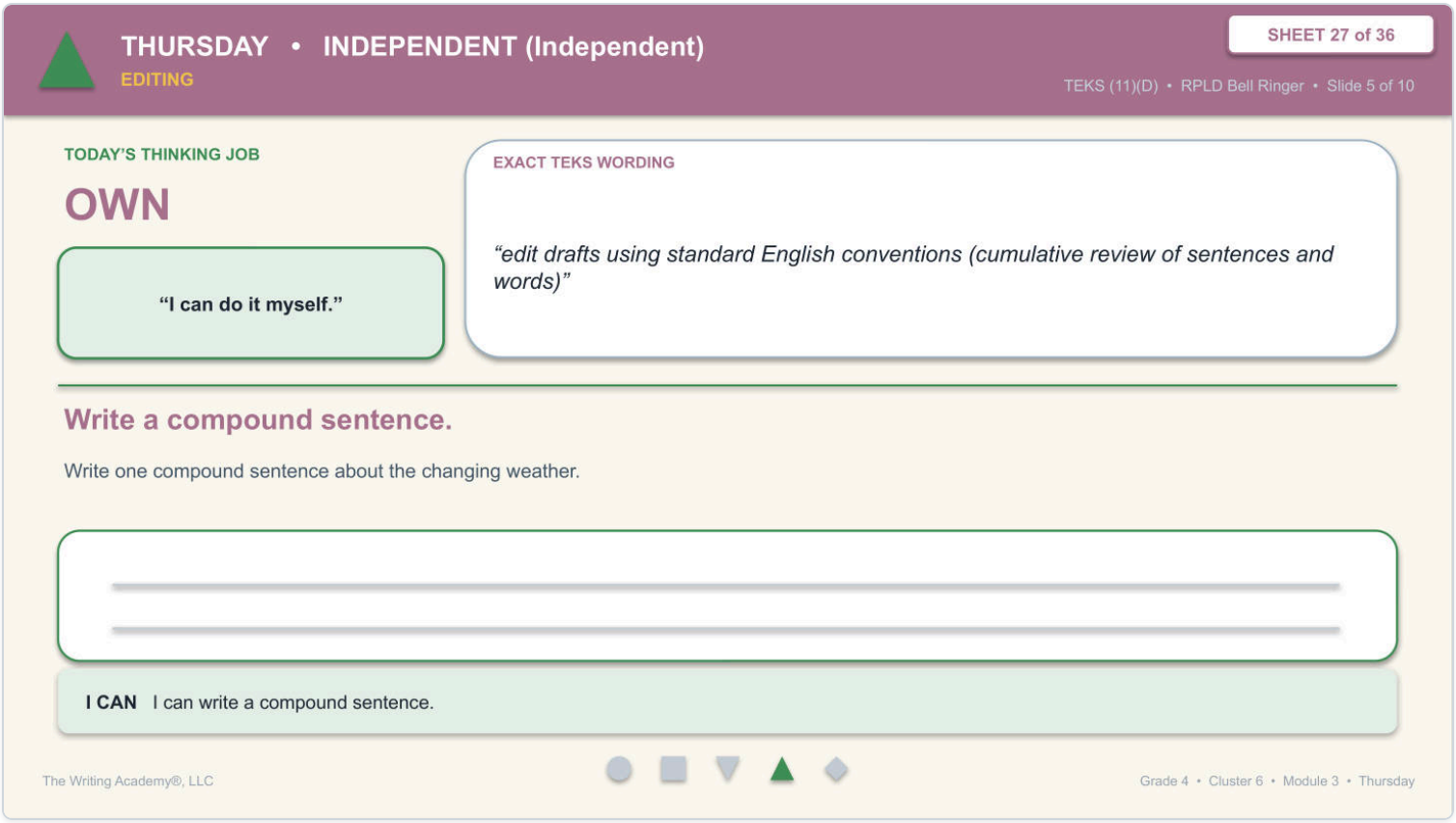
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the changing weather."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The morning was sunny, but the afternoon turned stormy." Two ideas are joined.

(11)(D) · Cumulative Review: Sentences & Words · 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, Sample: "The morning was sunny, but the afternoon turned stormy." Two ideas are joined.

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.

FRIDAY • REFLECTIVE (Highly Independent)
EDITING

SHEET 27 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of sentences and words)"

Explain an edit.

Tell how you fixed a sentence or a word.

I CAN I can explain my sentence and word edits.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 3 • Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I added the joining word and so the two complete ideas connect smoothly.

(11)(D) · Cumulative Review: Sentences & Words · 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, I added the joining word and so the two complete ideas connect smoothly.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Sentences & Words

SHEET 27 of 36

Slide 7 of 10

Complete the **cumulative sentences and words review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **sentences, agreement, and word forms**	"The wind grew stronger, and the students hurried inside." *Both parts are complete ideas joined into one compound sentence, and each verb agrees.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 27 of 36, and complete the (11)(D) 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, Both parts are complete ideas joined into one compound sentence, and each verb agrees.

(11)(D) · Cumulative Review: Sentences & Words · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Sentences & Words

SHEET 27 of 36

Slide 8 of 10

NOTICE Monday	“were” agrees with the plural subject students.
CHOOSE Tuesday	“The wind grew stronger, and the rain began.” The comma and and fix the run-on.
SHOW Wednesday	“The storm was worse than before.” Worse is the correct comparative of bad.
OWN Thursday	Sample: “The morning was sunny, but the afternoon turned stormy.” Two ideas are joined.
DEFEND Friday	I added the joining word and so the two complete ideas connect smoothly.

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, “were” agrees with the plural subject students. Emergent, “The wind grew stronger, and the rain began.” The comma and and fix the run-on. Visible, “The storm was worse than before.” Worse is the correct comparative of bad. Independent, Sample: “The morning was sunny, but the afternoon turned stormy.” Two ideas are joined. Reflective, I added the joining word and so the two complete ideas connect smoothly.*

ANSWER KEY: “were” agrees with the plural subject students. · “The wind grew stronger, and the rain began.” The comma and and fix the run-on. · “The storm was worse than before.” Worse is the correct comparative of bad. · Sample: “The morning was sunny, but the afternoon turned stormy.” Two ideas are joined. · I added the joining word and so the two complete ideas connect smoothly.

(11)(D) · Cumulative Review: Sentences & Words · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Sentences & Words

Read this part of a student's draft.

(1) The clouds grew dark the wind began to blow.

Sentence 1 is written incorrectly. What change should be made?

A Add a comma and the word and after dark

B Change clouds to cloud

C Change grew to grows

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The clouds grew dark the wind began to blow. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Sentences & Words

SHEET 27 of 36

Slide 10 of 10

Correct answer: A Add a comma and the word and after dark

WHY THIS IS CORRECT

Two complete ideas run together, so a comma and the joining word and separate them.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Clouds is a correct plural. Grew is the correct past tense. There is a run-on, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma and the word and after dark. Two complete ideas run together, so a comma and the joining word and separate them."

▸ *Walk through why the other choices are traps.*

"Clouds is a correct plural. Grew is the correct past tense. There is a run-on, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma and the word and after dark

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of marks, capitalization, and publication)"

WHAT DOES THIS MEAN TO ME?

Before I **publish**, I **review the marks and capitals** I have learned as I edit.
I check **capital letters** for names, **apostrophes** in possessives, **quotation marks** in dialogue, and **commas** in compound sentences.
A careful final pass makes my finished writing something a reader can trust.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I check capitals, apostrophes, quotation marks, and commas, so my writing is clean.

WHERE IT APPEARS: In a story about the weather, I review the capitals, apostrophes, and quotation marks.

This deck teaches **Cumulative Review: Marks & Publishing** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Marks & Publishing

~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 cumulative review: marks & publishing, the standard says: 'edit drafts using standard English conventions (cumulative review of marks, capitalization, and publication).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: marks & publishing, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Marks & Publishing slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Marks & Publishing · Teacher Script · 31

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of marks, capitalization, and publication)"

Fix the possessive apostrophe.

Add the apostrophe that shows possession.

"The suns warmth returned."

I CAN I can fix a possessive apostrophe.

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. Fix the possessive apostrophe. Add the apostrophe that shows possession."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The suns warmth returned.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "The sun's warmth returned." The apostrophe shows the warmth belongs to the sun.

(11)(D) · Cumulative Review: Marks & Publishing · 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 sun's warmth returned." The apostrophe shows the warmth belongs to the sun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: marks & publishing" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: marks & publishing 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 28 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of marks, capitalization, and publication)"

Fix the dialogue.

Add the quotation marks around the exact words a person says.

"This is weather, Ms. Rios said."

I CAN I can edit dialogue with quotation marks.

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. Add the quotation marks around the exact words a person says."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'This is weather, Ms. Rios said.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ""This is weather," Ms. Rios said." Quotation marks surround the exact words.

(11)(D) · Cumulative Review: Marks & Publishing · 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, ""This is weather," Ms. Rios said." Quotation marks surround the exact words.

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?"

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Marks & Publishing · Teacher Script · 33

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 28 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of marks, capitalization, and publication)"

Fix the capital letter.

Capitalize the word that names something specific.

"jayden watched the sky."

I CAN I can fix a capital letter.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 4 • 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. Capitalize the word that names something specific."

"Read this with me: 'jayden watched the sky.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Jayden watched the sky." Jayden is a name, so it is capitalized.

(11)(D) · Cumulative Review: Marks & Publishing · 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, "Jayden watched the sky." Jayden is a 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.

THURSDAY • INDEPENDENT (Independent)
EDITING

SHEET 28 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of marks, capitalization, and publication)"

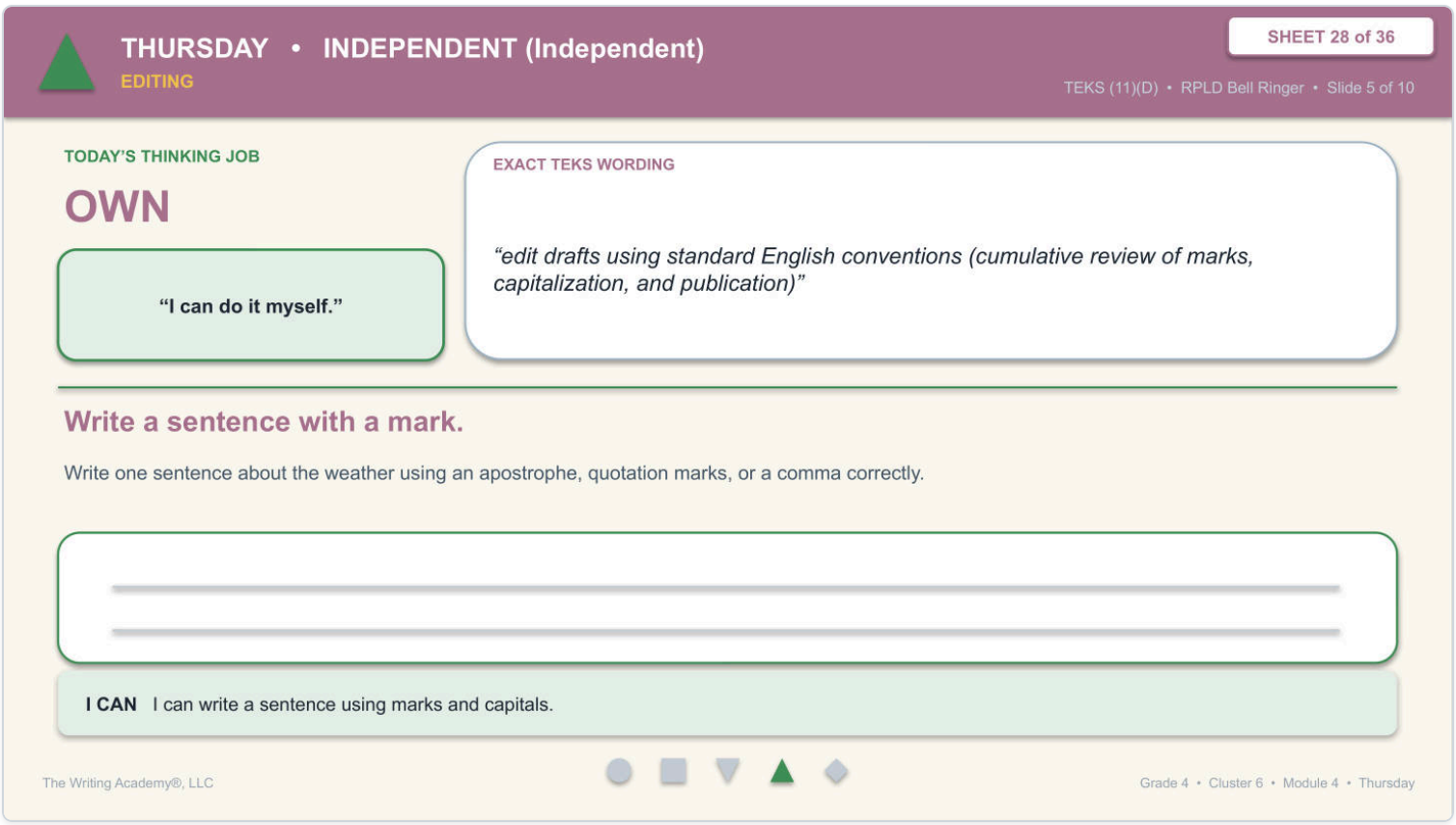
Write a sentence with a mark.

Write one sentence about the weather using an apostrophe, quotation marks, or a comma correctly.

I CAN I can write a sentence using marks and capitals.

The Writing Academy®, LLC

Grade 4 • Cluster 6 • Module 4 • Thursday



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the weather using an apostrophe, quotation marks, or a comma 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: Sample: "Jayden's teacher said, "Climate is different from weather."" The marks are correct.

(11)(D) · Cumulative Review: Marks & Publishing · 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, Sample: "Jayden's teacher said, "Climate is different from weather."" The marks are correct.

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 (cumulative review of marks, capitalization, and publication)"

Explain a final-pass edit.

Tell why a final editing pass matters before publishing.

I CAN I can explain why a final editing pass matters.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A final pass catches the small errors, so my finished writing is clear.

(11)(D) · Cumulative Review: Marks & Publishing · 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, A final pass catches the small errors, so my finished writing is clear.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Marks & Publishing · Teacher Script · 36

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Marks & Publishing

SHEET 28 of 36

Slide 7 of 10

Complete the **cumulative marks and publishing review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **capitals, apostrophes, quotation marks, and commas**	"Jayden's teacher said, "Weather can change fast," and the class agreed." *The apostrophe, the quotation marks, the comma, and the capital are all correct.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 28 of 36, and complete the (11)(D) 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, and the class agreed." The apostrophe, the quotation marks, the comma, and the capital are all correct.

(11)(D) · Cumulative Review: Marks & Publishing · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Marks & Publishing

SHEET 28 of 36

Slide 8 of 10

NOTICE Monday	“The sun's warmth returned.” The apostrophe shows the warmth belongs to the sun.
CHOOSE Tuesday	““**This is weather,**” Ms. Rios said.” Quotation marks surround the exact words.
SHOW Wednesday	“Jayden watched the sky.” Jayden is a name, so it is capitalized.
OWN Thursday	Sample: “Jayden's teacher said, “Climate is different from weather.”” The marks are correct.
DEFEND Friday	A final pass catches the small errors, so my finished writing is clear.

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 sun's warmth returned.” The apostrophe shows the warmth belongs to the sun. Emergent, ““This is weather,” Ms. Rios said.” Quotation marks surround the exact words. Visible, “Jayden watched the sky.” Jayden is a name, so it is capitalized. Independent, Sample: “Jayden's teacher said, “Climate is different from weather.”” The marks are correct. Reflective, A final pass catches the small errors, so my finished writing is clear.*

ANSWER KEY: “The sun's warmth returned.” The apostrophe shows the warmth belongs to the sun. · ““This is weather,” Ms. Rios said.” Quotation marks surround the exact words. · “Jayden watched the sky.” Jayden is a name, so it is capitalized. · Sample: “Jayden's teacher said, “Climate is different from weather.”” The marks are correct. · A final pass catches the small errors, so my finished writing is clear.

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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Marks & Publishing

SHEET 28 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The students were excited, but the teachers whistle ended the games.

What change should be made in sentence 1?

A Change teachers to teacher's

B Change students to student

C Change ended to ends

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The students were excited, but the teachers whistle ended the games. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Marks & Publishing

SHEET 28 of 36

Slide 10 of 10

Correct answer: A Change teachers to teacher's

WHY THIS IS CORRECT

The whistle belongs to the teacher, so teacher's needs an apostrophe to show possession.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Students is a correct plural. Ended is the correct past tense. The possessive apostrophe is missing, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change teachers to teacher's. The whistle belongs to the teacher, so teacher's needs an apostrophe to show possession."

▸ *Walk through why the other choices are traps.*

"Students is a correct plural. Ended is the correct past tense. The possessive apostrophe is missing, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change teachers to teacher's

(11)(D) · Cumulative Review: Marks & Publishing · 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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of sentence conventions)"

WHAT DOES THIS MEAN TO ME?

This week I **review everything I have learned about sentences** as I edit.
I check for **complete sentences**, **subject-verb agreement**, and **compound sentences** joined correctly.
I fix any **fragments**, **run-ons**, or **comma splices** so every idea is clear.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I apply all my sentence conventions at once: complete ideas, agreement, and correct joining.

WHERE IT APPEARS: In a poem about the roads between us, I edit for strong, complete sentences.

This deck teaches **Cumulative Review: Sentences** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: 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 cumulative review: sentences, the standard says: 'edit drafts using standard English conventions (cumulative review of sentence conventions).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Sentences · Teacher Script · 1

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 29 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of sentence conventions)"

Find the complete sentence.

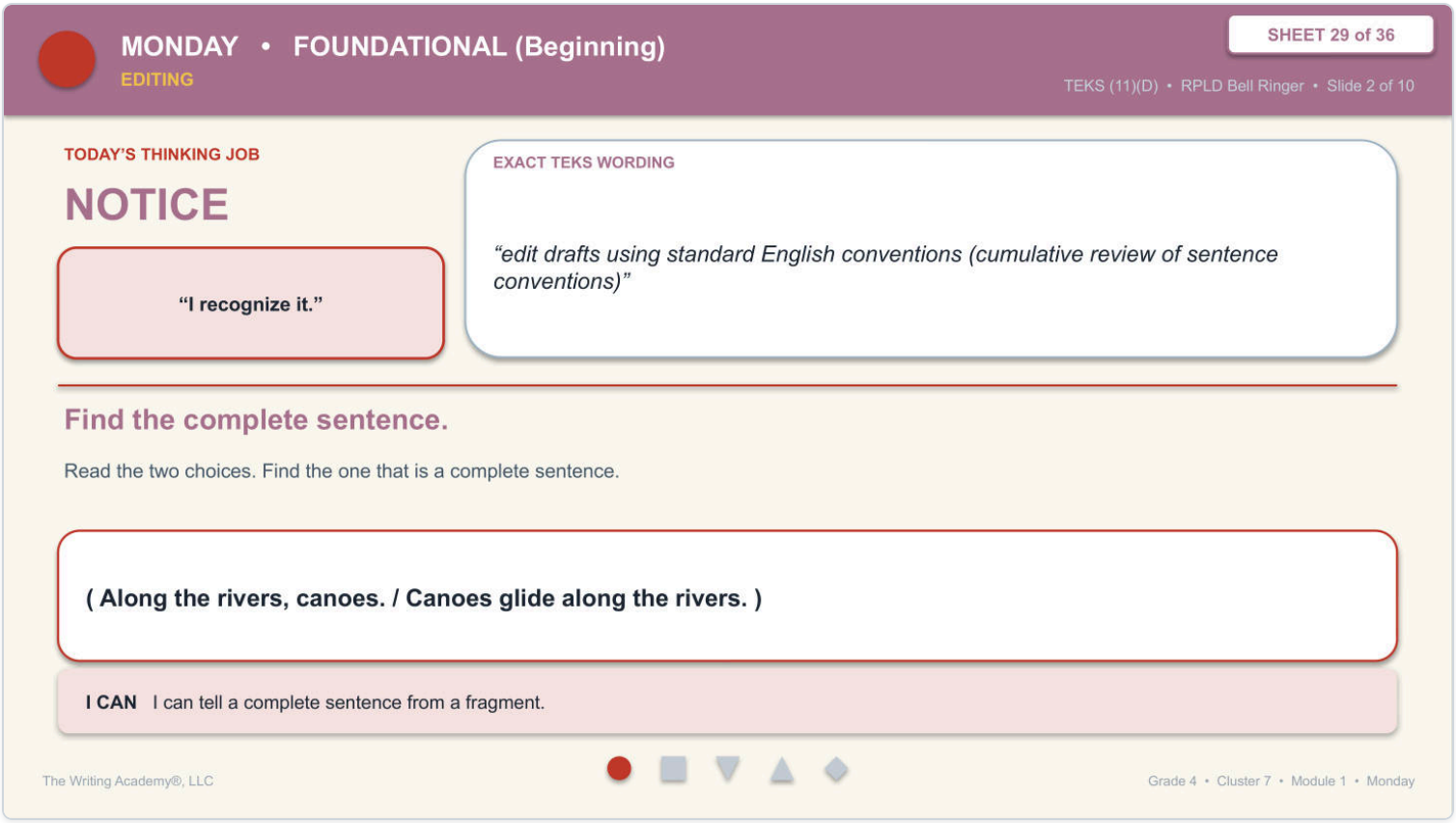
Read the two choices. Find the one that is a complete sentence.

(Along the rivers, canoes. / Canoes glide along the rivers.)

I CAN I can tell a complete sentence from a fragment.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • Module 1 • Monday



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the complete sentence. Read the two choices. Find the one that is a complete sentence."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: (Along the rivers, canoes. / Canoes glide along the rivers.)"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "Canoes glide along the rivers." is the complete sentence.

(11)(D) · Cumulative Review: Sentences · 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, "Canoes glide along the rivers." is the complete sentence.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: 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 (cumulative review of sentence conventions)"

Choose the verb that agrees.

Choose the verb that agrees with its subject.

"The travelers (carries / carry) salt and gold."

I CAN I can choose a verb that agrees with its subject.

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. Choose the verb that agrees with its subject."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The travelers (carries / carry) salt and gold.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "carry" agrees with the plural subject travelers.

(11)(D) · Cumulative Review: Sentences · 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, "carry" agrees with the plural subject travelers.

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 (cumulative review of sentence conventions)"

Fix the run-on.

Two ideas run together. Add a comma and a joining word.

"A road is more than stone it connects people."

I CAN I can fix a run-on sentence.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two ideas run together. Add a comma and a joining word."

"Read this with me: 'A road is more than stone it connects people.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "A road is more than stone, and it connects people." The comma and and fix the run-on.

(11)(D) · Cumulative Review: Sentences · 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, "A road is more than stone, and it connects people." The comma and and fix the run-on.

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.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the roads, joining two complete ideas."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Camels crossed the desert, and ships sailed the sea." Two ideas are joined correctly.

(11)(D) · Cumulative Review: Sentences · 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, Sample: "Camels crossed the desert, and ships sailed the sea." Two ideas are joined correctly.

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 (cumulative review of sentence conventions)"

Explain a sentence edit.

Tell how you made an idea a complete, clear sentence.

I CAN I can explain how I edit for complete sentences.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I added a subject and a verb so the group of words tells a whole idea.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, I added a subject and a verb so the group of words tells a whole idea.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Sentences · Teacher Script · 6

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Sentences

SHEET 29 of 36

Slide 7 of 10

Complete the **cumulative sentence review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **complete sentences, agreement, and compound sentences**	"Canoes glide along the rivers, and neighbors share their goods." *Both parts are complete ideas that agree, joined into one compound sentence.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 29 of 36, and complete the (11)(D) 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, Both parts are complete ideas that agree, joined into one compound sentence.

(11)(D) · Cumulative Review: Sentences · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Sentences

NOTICE Monday	“Canoes glide along the rivers.” is the complete sentence.
CHOOSE Tuesday	“carry” agrees with the plural subject travelers.
SHOW Wednesday	“A road is more than stone, and it connects people.” The comma and and fix the run-on.
OWN Thursday	Sample: “Camels crossed the desert, and ships sailed the sea.” Two ideas are joined correctly.
DEFEND Friday	I added a subject and a verb so the group of words tells a whole idea.

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, “Canoes glide along the rivers.” is the complete sentence. Emergent, “carry” agrees with the plural subject travelers. Visible, “A road is more than stone, and it connects people.” The comma and and fix the run-on. Independent, Sample: “Camels crossed the desert, and ships sailed the sea.” Two ideas are joined correctly. Reflective, I added a subject and a verb so the group of words tells a whole idea.*

ANSWER KEY: “Canoes glide along the rivers.” is the complete sentence. · “carry” agrees with the plural subject travelers. · “A road is more than stone, and it connects people.” The comma and and fix the run-on. · Sample: “Camels crossed the desert, and ships sailed the sea.” Two ideas are joined correctly. · I added a subject and a verb so the group of words tells a whole idea.

(11)(D) · Cumulative Review: Sentences · 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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Sentences · Teacher Script · 8

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Sentences

Read this part of a student's draft.

(1) The traders followed the river they carried salt and gold.

Sentence 1 is written incorrectly. What change should be made?

A Add a comma and the word and after river

B Change traders to trader

C Change carried to carries

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The traders followed the river they carried salt and gold. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Sentences · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Sentences

Correct answer: A Add a comma and the word and after river

WHY THIS IS CORRECT

Two complete ideas run together, so a comma and the joining word and separate them into a compound sentence.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Traders is a correct plural. Carried is the correct past tense. There is a run-on to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma and the word and after river. Two complete ideas run together, so a comma and the joining word and separate them into a compound sentence."

▸ *Walk through why the other choices are traps.*

"Traders is a correct plural. Carried is the correct past tense. There is a run-on to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma and the word and after river

(11)(D) · Cumulative Review: Sentences · 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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Sentences · Teacher Script · 10

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of nouns, verbs, and modifiers)"

WHAT DOES THIS MEAN TO ME?

This week I **review the words that do the work** in my sentences as I edit.
I check **nouns** (singular and plural), **verb tense**, and **adjectives** and **adverbs**.
I make sure each word has the right form so my meaning is exact.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I check nouns, verb tenses, and modifiers, so each word does its job correctly.

WHERE IT APPEARS: In a poem about trade routes, I edit the nouns, verbs, and modifiers.

This deck teaches **Cumulative Review: Words at Work** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Words at Work

~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 cumulative review: words at work, the standard says: 'edit drafts using standard English conventions (cumulative review of nouns, verbs, and modifiers).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: words at work, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Words at Work slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 30 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of nouns, verbs, and modifiers)"

Find the plural noun.

Read the sentence. Find the noun that names more than one.

"The camels carried heavy loads."

I CAN I can find a plural noun.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the plural noun. Read the sentence. Find the noun that names more than one."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The camels carried heavy loads.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The plural noun is camels; it names more than one.

(11)(D) · Cumulative Review: Words at Work · 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 plural noun is camels; it names more than one.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: words at work" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: words at work 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.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 30 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of nouns, verbs, and modifiers)"

Choose the correct verb tense.

Choose the past-tense verb that fits.

"Long ago, ships (sail / sailed) across the sea."

I CAN I can choose the correct verb tense.

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. Choose the past-tense verb that fits."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Long ago, ships (sail / sailed) across the sea.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "sailed" is the past tense that fits long ago.

(11)(D) · Cumulative Review: Words at Work · 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, "sailed" is the past tense that fits long ago.

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 (cumulative review of nouns, verbs, and modifiers)"

Fix the comparative adjective.

Fix the comparative so it uses only one form.

"The desert road was more longer than the river."

I CAN I can fix a comparative adjective.

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. Fix the comparative so it uses only one form."

"Read this with me: 'The desert road was more longer than the river.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The desert road was longer than the river." Longer uses -er only, not more.

(11)(D) · Cumulative Review: Words at Work · 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, "The desert road was longer than the river." Longer uses -er only, not more.

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.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the roads using an adverb."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The traders traveled far to share their goods." Far is an adverb.

(11)(D) · Cumulative Review: Words at Work · 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, Sample: "The traders traveled far to share their goods." Far is an adverb.

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

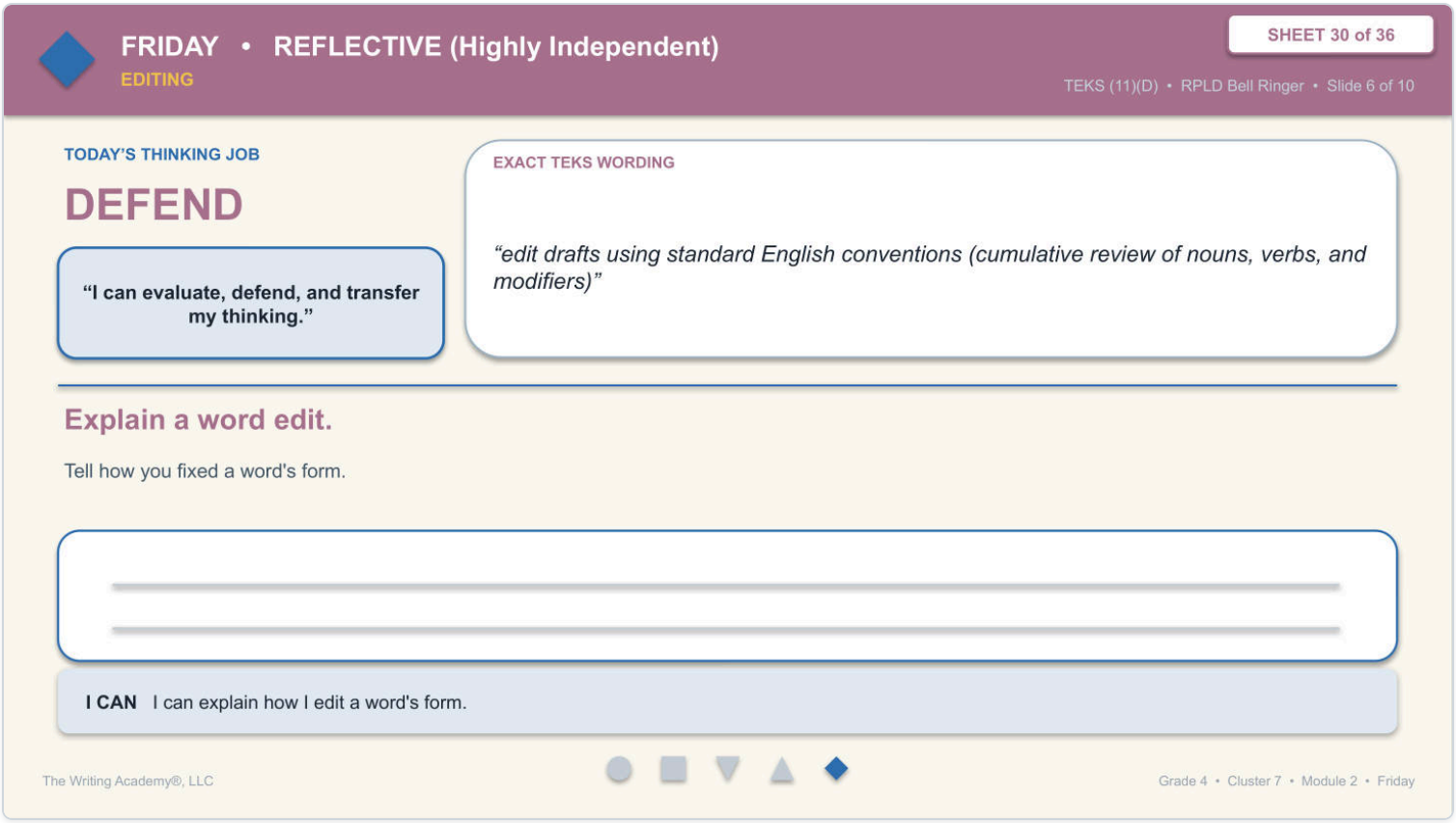
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

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.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I changed sail to sailed because the poem tells about long ago, so the verb needs the past tense.

(11)(D) · Cumulative Review: Words at Work · 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, I changed sail to sailed because the poem tells about long ago, so the verb needs the past tense.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Words at Work

SHEET 30 of 36

Slide 7 of 10

Complete the **cumulative word review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **nouns, verb tense, adjectives, and adverbs**	"The camels carried salt slowly across the wide desert." *The plural noun camels, the past-tense carried, and the adverb slowly all have the right form.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 30 of 36, and complete the (11)(D) 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 plural noun camels, the past-tense carried, and the adverb slowly all have the right form.

(11)(D) · Cumulative Review: Words at Work · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Words at Work

NOTICE Monday	The plural noun is camels; it names more than one.
CHOOSE Tuesday	“sailed” is the past tense that fits long ago.
SHOW Wednesday	“The desert road was longer than the river.” Longer uses -er only, not more.
OWN Thursday	Sample: “The traders traveled far to share their goods.” Far is an adverb.
DEFEND Friday	I changed sail to sailed because the poem tells about long ago, so the verb needs the past tense.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The plural noun is camels; it names more than one. Emergent, “sailed” is the past tense that fits long ago. Visible, “The desert road was longer than the river.” Longer uses -er only, not more. Independent, Sample: “The traders traveled far to share their goods.” Far is an adverb. Reflective, I changed sail to sailed because the poem tells about long ago, so the verb needs the past tense.*

ANSWER KEY: The plural noun is camels; it names more than one. · “sailed” is the past tense that fits long ago. · “The desert road was longer than the river.” Longer uses -er only, not more. · Sample: “The traders traveled far to share their goods.” Far is an adverb. · I changed sail to sailed because the poem tells about long ago, so the verb needs the past tense.

(11)(D) · Cumulative Review: Words at Work · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Words at Work

SHEET 30 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) Long ago, traders carrys salt across the desert.

What change should be made in sentence 1?

A Change carrys to carried

B Change traders to trader

C Change desert to Desert

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Long ago, traders carrys salt across the desert. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Words at Work · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Words at Work

SHEET 30 of 36

Slide 10 of 10

Correct answer: A Change carrys to carried

WHY THIS IS CORRECT

The words Long ago signal the past, so the verb should be the past-tense carried, not carrys.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Traders is a correct plural. Desert is a common noun and stays lowercase. The verb is wrong, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change carrys to carried. The words Long ago signal the past, so the verb should be the past-tense carried, not carrys."

▸ *Walk through why the other choices are traps.*

"Traders is a correct plural. Desert is a common noun and stays lowercase. The verb is wrong, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change carrys to carried

(11)(D) · Cumulative Review: Words at Work · 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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of prepositions, pronouns, and conjunctions)"

WHAT DOES THIS MEAN TO ME?

This week I **review the words that connect ideas** as I edit.
I check **prepositions** and **prepositional phrases**, **pronouns**, and **coordinating conjunctions**.
I make sure these words show clear relationships and stand in for the right nouns.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I check prepositions, pronouns, and conjunctions, so my ideas connect clearly.

WHERE IT APPEARS: In a poem about roads and rivers, I edit the words that connect ideas.

This deck teaches **Cumulative Review: Connecting Words** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Connecting 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 cumulative review: connecting words, the standard says: 'edit drafts using standard English conventions (cumulative review of prepositions, pronouns, and conjunctions).'"

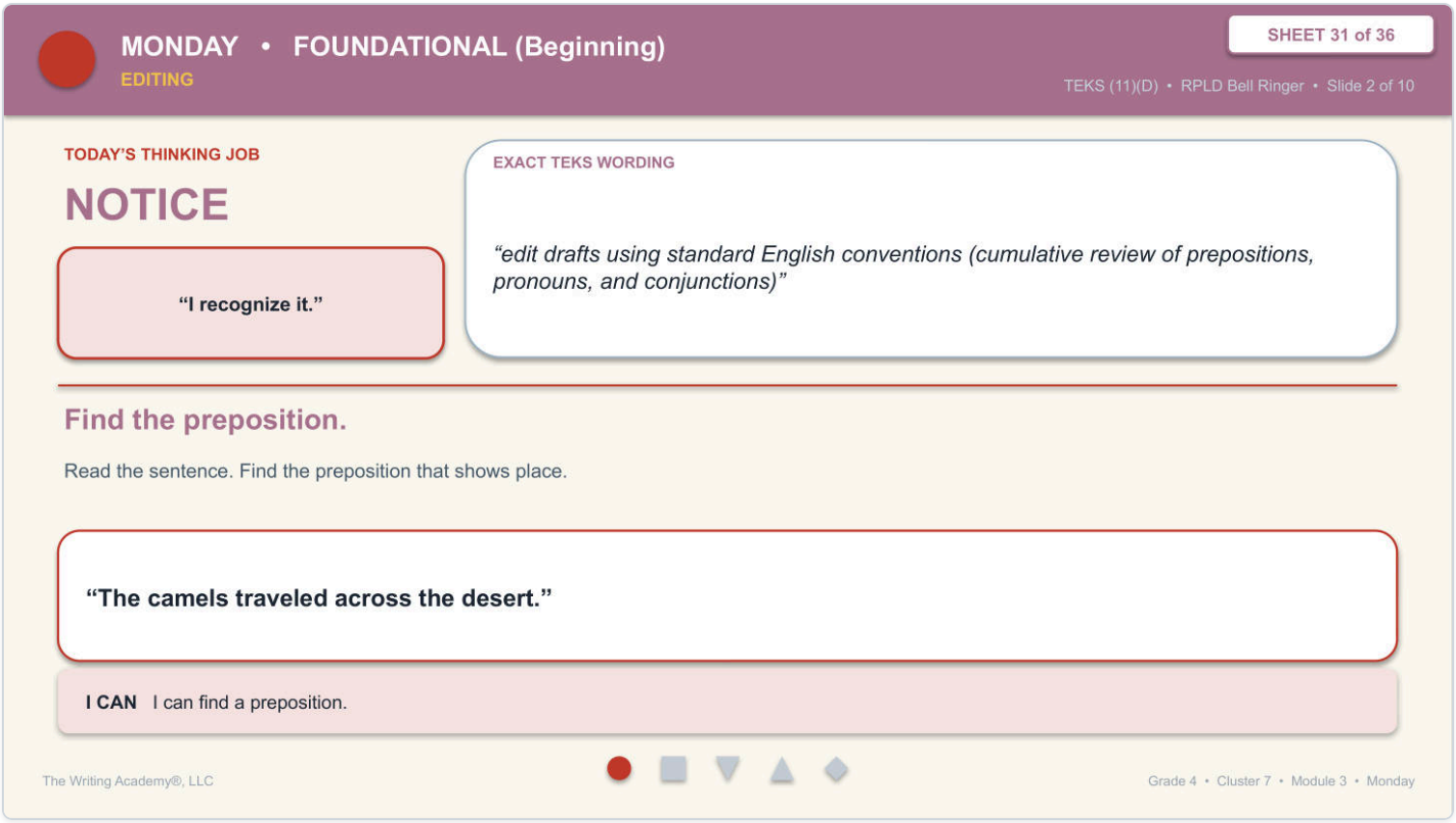
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: connecting words, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Connecting Words slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Connecting Words · Teacher Script · 21



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the preposition. Read the sentence. Find the preposition that shows place."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The camels traveled across the desert.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The preposition is across; it shows where the camels traveled.

(11)(D) · Cumulative Review: Connecting Words · 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, The preposition is across; it shows where the camels traveled.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: connecting words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: connecting 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 31 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of prepositions, pronouns, and conjunctions)"

Choose the correct pronoun.

Choose the pronoun that fits.

"The traders shared what (it / they) carried."

I CAN I can choose the correct pronoun.

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. Choose the pronoun that fits."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The traders shared what (it / they) carried.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "they" is correct because it stands in for the plural noun traders.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "they" is correct because it stands in for the plural noun traders.

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

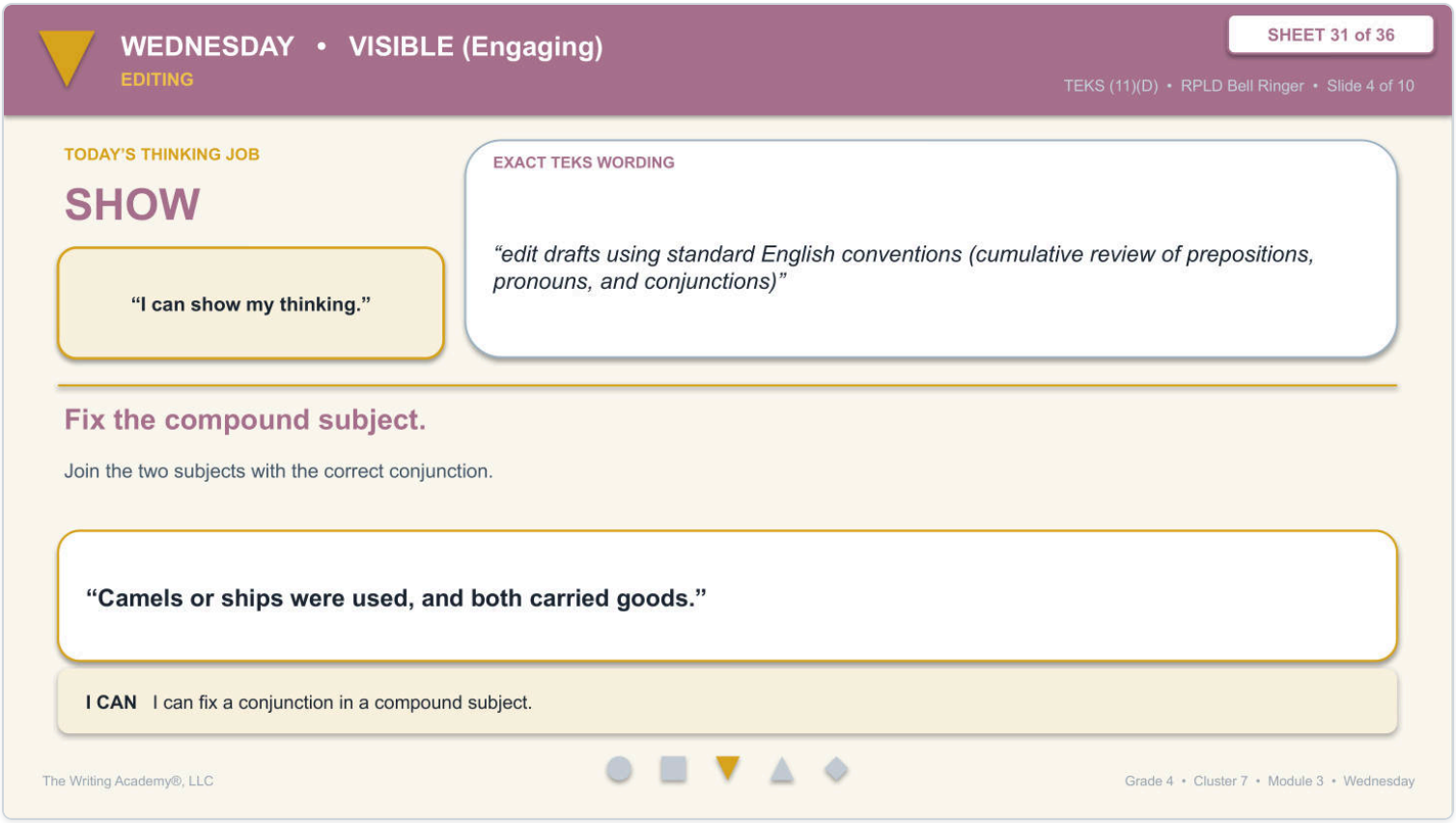
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

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?"



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. Join the two subjects with the correct conjunction."

"Read this with me: 'Camels or ships were used, and both carried goods.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Camels and ships were used, and both carried goods." And joins the two subjects.

(11)(D) · Cumulative Review: Connecting Words · 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, "Camels and ships were used, and both carried goods." And joins the two subjects.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

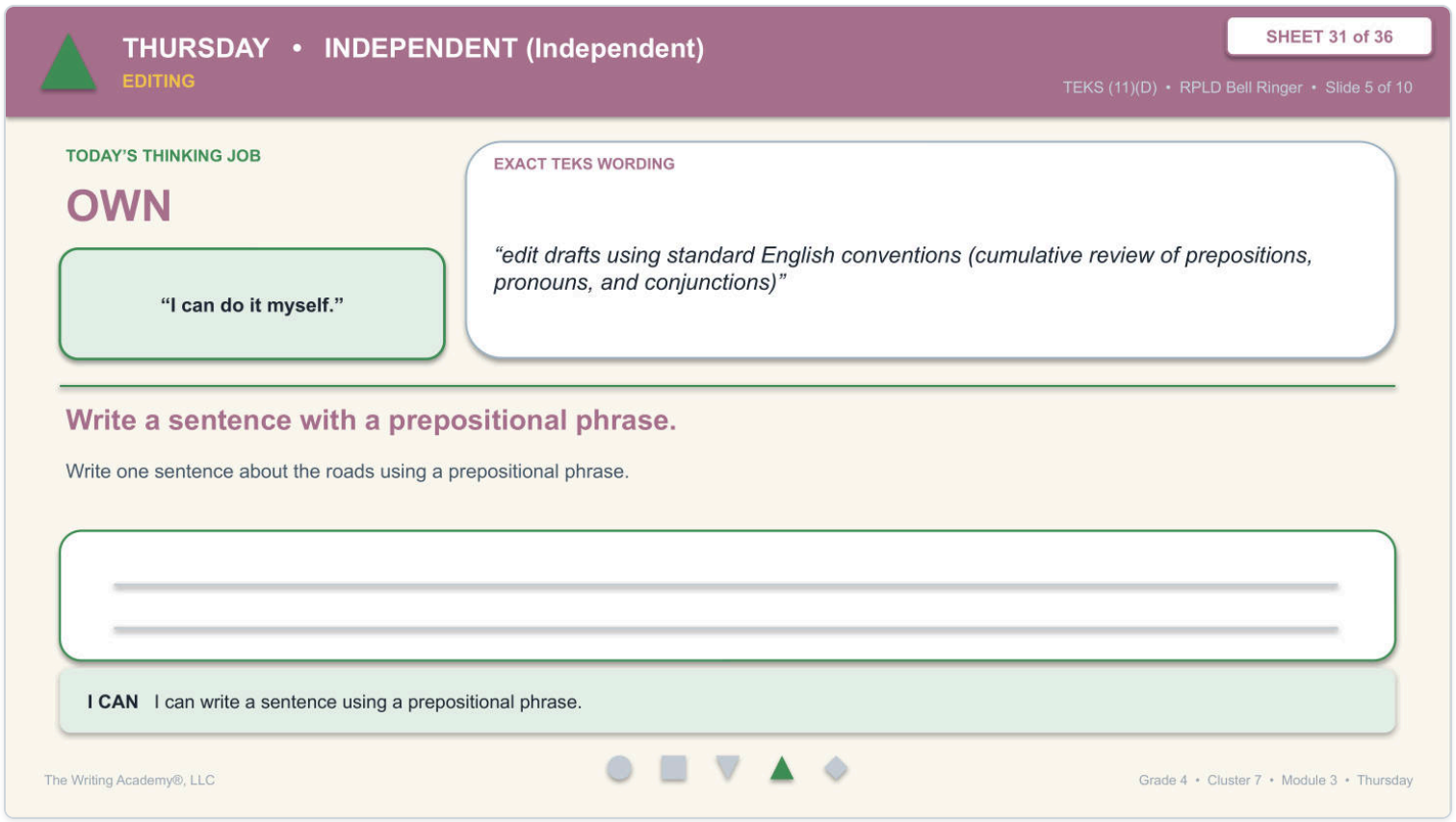
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the roads using a prepositional phrase."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The canoes glided along the winding river." Along the winding river is a prepositional phrase.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The canoes glided along the winding river." Along the winding river is a prepositional phrase.

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 (cumulative review of prepositions, pronouns, and conjunctions)"

Explain a connecting-word edit.

Tell how you fixed a preposition, pronoun, or conjunction.

I CAN I can explain how I edit connecting words.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I changed or to and because both camels and ships were used, so and joins them into one compound subject.

(11)(D) · Cumulative Review: Connecting Words · 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, I changed or to and because both camels and ships were used, so and joins them into one compound subject.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Connecting Words

SHEET 31 of 36

Slide 7 of 10

Complete the **cumulative connecting-words review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **prepositions, pronouns, and conjunctions**	"Camels and ships traveled across the world, and they carried goods for many people." *The conjunction and, the preposition across, and the pronoun they all connect the ideas clearly.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 31 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The conjunction and, the preposition across, and the pronoun they all connect the ideas clearly.

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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Connecting Words

SHEET 31 of 36

Slide 8 of 10

NOTICE Monday	The preposition is across; it shows where the camels traveled.
CHOOSE Tuesday	“they” is correct because it stands in for the plural noun traders.
SHOW Wednesday	“Camels and ships were used, and both carried goods.” And joins the two subjects.
OWN Thursday	Sample: “The canoes glided along the winding river.” Along the winding river is a prepositional phrase.
DEFEND Friday	I changed or to and because both camels and ships were used, so and joins them into one compound subject.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The preposition is across; it shows where the camels traveled. Emergent, “they” is correct because it stands in for the plural noun traders. Visible, “Camels and ships were used, and both carried goods.” And joins the two subjects. Independent, Sample: “The canoes glided along the winding river.” Along the winding river is a prepositional phrase. Reflective, I changed or to and because both camels and ships were used, so and joins them into one compound subject.*

ANSWER KEY: The preposition is across; it shows where the camels traveled. · “they” is correct because it stands in for the plural noun traders. · “Camels and ships were used, and both carried goods.” And joins the two subjects. · Sample: “The canoes glided along the winding river.” Along the winding river is a prepositional phrase. · I changed or to and because both camels and ships were used, so and joins them into one compound subject.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Connecting Words · Teacher Script · 28

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Connecting Words

SHEET 31 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The traders carried gold, and it walked for many days.

What change should be made in sentence 1?

A Change it to they

B Change carried to carries

C Change days to Days

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The traders carried gold, and it walked for many days. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Connecting Words

SHEET 31 of 36

Slide 10 of 10

Correct answer: A Change it to they

WHY THIS IS CORRECT

The pronoun should stand in for the plural noun traders, so it should be they, not it.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Carried is the correct past tense. Days is a common noun and stays lowercase. The pronoun is wrong, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change it to they. The pronoun should stand in for the plural noun traders, so it should be they, not it."

▸ *Walk through why the other choices are traps.*

"Carried is the correct past tense. Days is a common noun and stays lowercase. The pronoun is wrong, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change it to they

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of capitalization, punctuation, and spelling)"

WHAT DOES THIS MEAN TO ME?

This week I **review capitalization, punctuation, and spelling** as I edit.
I check **capital letters** for names, **commas** in compound sentences, **apostrophes** in possessives, and **quotation marks** in dialogue.
I also check that longer words follow my **spelling patterns and rules**.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I check capitals, commas, apostrophes, quotation marks, and spelling, so my writing is clean.

WHERE IT APPEARS: In a poem about roads that connect the world, I edit the marks and spelling.

This deck teaches **Cumulative Review: Marks & Spelling** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Marks & Spelling

~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 cumulative review: marks & spelling, the standard says: 'edit drafts using standard English conventions (cumulative review of capitalization, punctuation, and spelling).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: marks & spelling, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Marks & Spelling slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Marks & Spelling · Teacher Script · 31

MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 32 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of capitalization, punctuation, and spelling)"

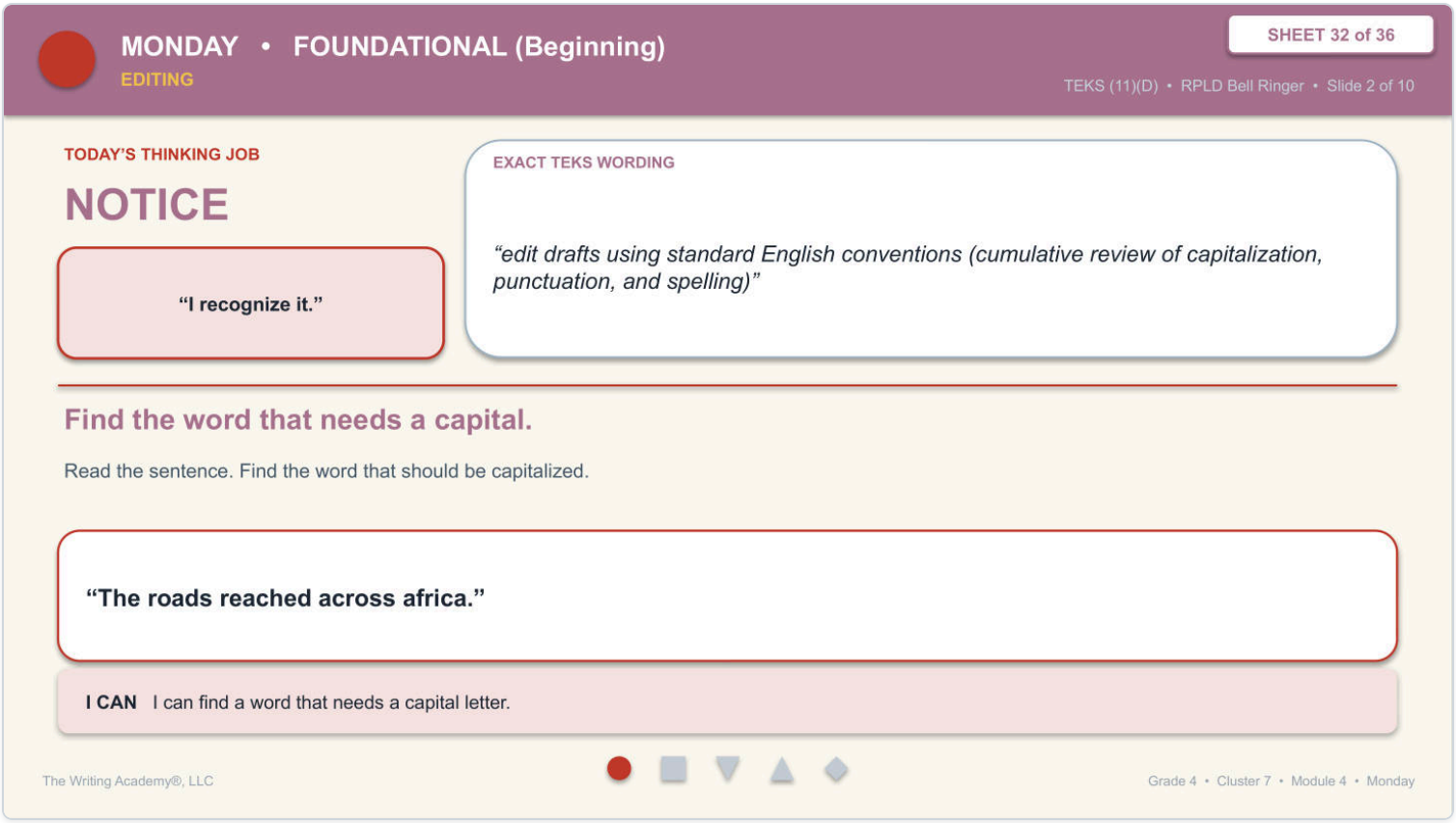
Find the word that needs a capital.

Read the sentence. Find the word that should be capitalized.

"The roads reached across africa."

I CAN I can find a word that needs a capital letter.

The Writing Academy®, LLC



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the word that needs a capital. Read the sentence. Find the word that should be capitalized."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The roads reached across africa.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The word africa should be Africa because it is the specific name of a place.

(11)(D) · Cumulative Review: Marks & Spelling · 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 africa should be Africa because it is the specific name of a place.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: marks & spelling" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: marks & spelling 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.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 32 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of capitalization, punctuation, and spelling)"

Choose the correct punctuation.

Choose the version with the comma in the right place.

"Rivers carried canoes (and / , and) deserts carried camels."

I CAN I can choose the correct comma placement.

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. Choose the version with the comma in the right place."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Rivers carried canoes (and / , and) deserts carried camels.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ", and" is correct because a comma comes before the joining word in a compound sentence.

(11)(D) · Cumulative Review: Marks & Spelling · 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, ", and" is correct because a comma comes before the joining word in a compound sentence.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of capitalization, punctuation, and spelling)"

Fix the apostrophe.

Add the apostrophe that shows possession.

"The suns golden glow lit the desert."

I CAN I can fix a possessive apostrophe.

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. Add the apostrophe that shows possession."

"Read this with me: 'The suns golden glow lit the desert.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The sun's golden glow lit the desert." The apostrophe shows the glow belongs to the sun.

(11)(D) · Cumulative Review: Marks & Spelling · 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, "The sun's golden glow lit the desert." The apostrophe shows the glow belongs to the 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.

THURSDAY • INDEPENDENT (Independent)
EDITING

SHEET 32 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

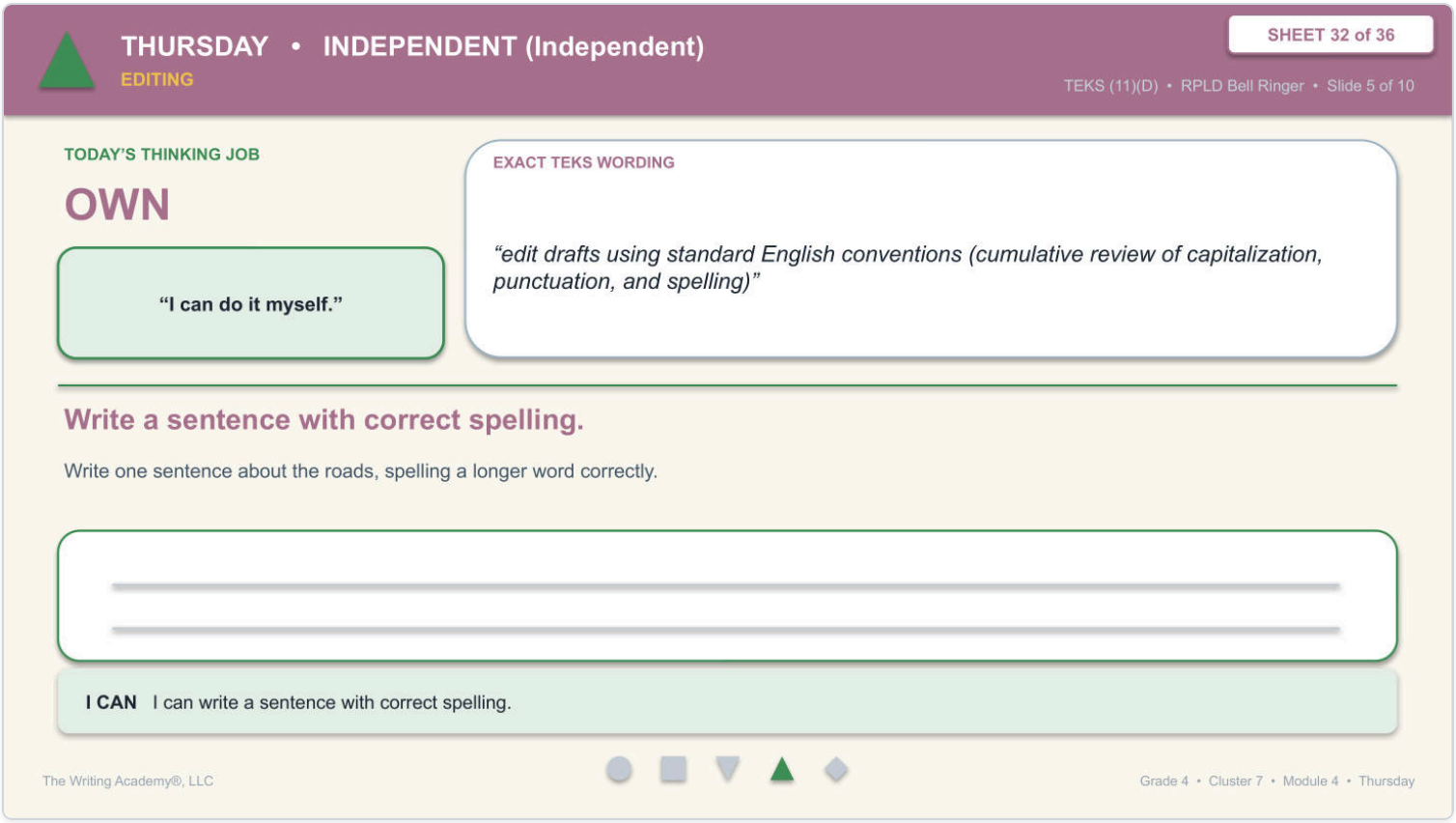
"edit drafts using standard English conventions (cumulative review of capitalization, punctuation, and spelling)"

Write a sentence with correct spelling.

Write one sentence about the roads, spelling a longer word correctly.

I CAN I can write a sentence with correct spelling.

The Writing Academy®, LLC



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the roads, spelling a longer word 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: Sample: "The travelers carried precious goods across the world." The longer words are spelled correctly.

(11)(D) · Cumulative Review: Marks & Spelling · 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, Sample: "The travelers carried precious goods across the world." The longer words are spelled correctly.

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 (cumulative review of capitalization, punctuation, and spelling)"

Explain a mechanics edit.

Tell how you fixed a capital, mark, or spelling.

I CAN I can explain how I edit capitals, marks, and spelling.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I capitalized Africa because it is the specific name of a place, so it is a proper noun.

(11)(D) · Cumulative Review: Marks & Spelling · 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, I capitalized Africa because it is the specific name of a place, so it is a proper noun.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Marks & Spelling

SHEET 32 of 36

Slide 7 of 10

Complete the **cumulative mechanics review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **capitalization, punctuation, and spelling**	"The sun's glow lit Africa, and the travelers carried precious goods." *The apostrophe in sun's, the capital in Africa, the comma before and, and the spelling of precious are all correct.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 32 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The apostrophe in sun's, the capital in Africa, the comma before and, and the spelling of precious are all correct.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Marks & Spelling · Teacher Script · 37

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Marks & Spelling

SHEET 32 of 36

Slide 8 of 10

NOTICE Monday	The word africa should be Africa because it is the specific name of a place.
CHOOSE Tuesday	", and" is correct because a comma comes before the joining word in a compound sentence.
SHOW Wednesday	"The sun's golden glow lit the desert." The apostrophe shows the glow belongs to the sun.
OWN Thursday	Sample: "The travelers carried precious goods across the world." The longer words are spelled correctly.
DEFEND Friday	I capitalized Africa because it is the specific name of a place, so it is a proper noun.

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 africa should be Africa because it is the specific name of a place. Emergent, ", and" is correct because a comma comes before the joining word in a compound sentence. Visible, "The sun's golden glow lit the desert." The apostrophe shows the glow belongs to the sun. Independent, Sample: "The travelers carried precious goods across the world." The longer words are spelled correctly. Reflective, I capitalized Africa because it is the specific name of a place, so it is a proper noun.*

ANSWER KEY: The word africa should be Africa because it is the specific name of a place. · ", and" is correct because a comma comes before the joining word in a compound sentence. · "The sun's golden glow lit the desert." The apostrophe shows the glow belongs to the sun. · Sample: "The travelers carried precious goods across the world." The longer words are spelled correctly. · I capitalized Africa because it is the specific name of a place, so it is a proper noun.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Marks & Spelling · Teacher Script · 38

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Marks & Spelling

Read this part of a student's draft.

(1) The travelers golden treasures crossed africa and Asia.

What change should be made in sentence 1?

A Change travelers to travelers'

B Change africa to Africa

C Both A and B are needed

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The travelers golden treasures crossed africa and Asia. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Marks & Spelling

Correct answer: C Both A and B are needed

WHY THIS IS CORRECT

The treasures belong to the travelers, so travelers' needs an apostrophe, and Africa is a specific place that must be capitalized, so both changes are needed.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Making only one change would leave the other error. There are two errors to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is C, Both A and B are needed. The treasures belong to the travelers, so travelers' needs an apostrophe, and Africa is a specific place that must be capitalized, so both changes are needed."

▸ *Walk through why the other choices are traps.*

"Making only one change would leave the other error. There are two errors to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: C, Both A and B are needed

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of strong sentences)"

WHAT DOES THIS MEAN TO ME?

As I finish my research writing, I **review my sentences** so every idea is strong and clear.
I check **complete sentences**, **subject-verb agreement**, and **compound sentences** joined correctly.
I fix any **fragments**, **run-ons**, or **comma splices** before I publish.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I apply all my sentence conventions at once, so my research reads clearly.

WHERE IT APPEARS: In a research passage about what shapes a society, I edit for strong, complete sentences.

This deck teaches **Cumulative Review: Strong Sentences** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Strong 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 cumulative review: strong sentences, the standard says: 'edit drafts using standard English conventions (cumulative review of strong sentences).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: strong sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Strong Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Strong Sentences · Teacher Script · 1

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of strong sentences)"

Find the complete sentence.

Read the two choices. Find the one that is a complete sentence.

(Near a river and a forest. / The Caddo lived near rivers and forests.)

I CAN I can tell a complete sentence from a fragment.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the complete sentence. Read the two choices. Find the one that is a complete sentence."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: (Near a river and a forest. / The Caddo lived near rivers and forests.)"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "The Caddo lived near rivers and forests." is the complete sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The Caddo lived near rivers and forests." is the complete sentence.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: strong sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: strong 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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Strong Sentences · Teacher Script · 2

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 33 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of strong sentences)"

Choose the verb that agrees.

Choose the verb that agrees with its subject.

"The regions of Texas (has / have) different resources."

I CAN I can choose a verb that agrees with its subject.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 1 • 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. Choose the verb that agrees with its subject."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The regions of Texas (has / have) different resources.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "have" agrees with the plural subject regions.

(11)(D) · Cumulative Review: Strong Sentences · 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, "have" agrees with the plural subject regions.

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 (cumulative review of strong sentences)"

Fix the run-on.

Two ideas run together. Add a comma and a joining word.

"Mali had gold it became wealthy."

I CAN I can fix a run-on sentence.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two ideas run together. Add a comma and a joining word."

"Read this with me: 'Mali had gold it became wealthy.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Mali had gold, so it became wealthy." The comma and so fix the run-on.

(11)(D) · Cumulative Review: Strong Sentences · 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, "Mali had gold, so it became wealthy." The comma and so fix the run-on.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

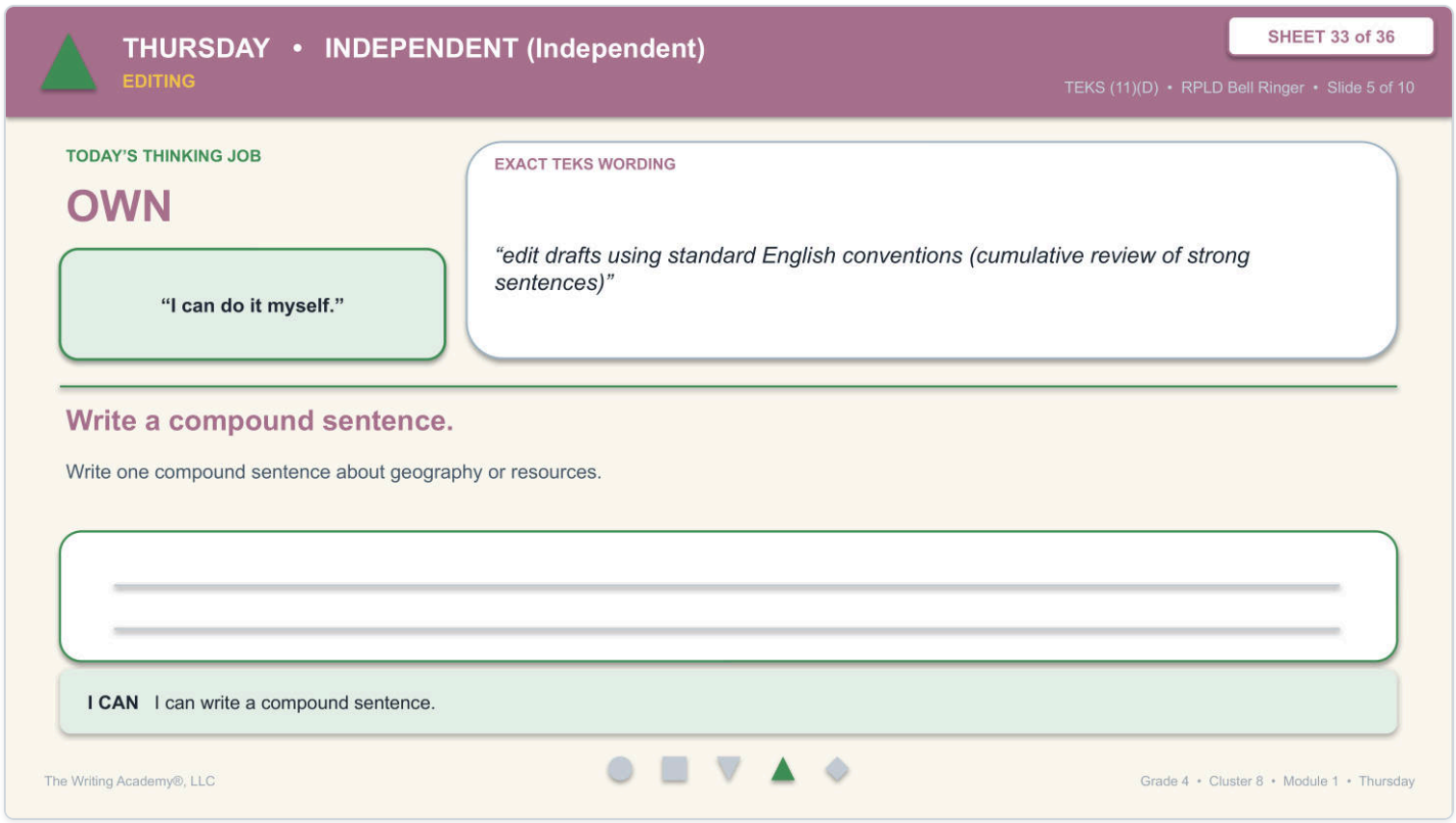
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about geography or resources."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The land offers water, and people decide how to use it." Two ideas are joined correctly.

(11)(D) · Cumulative Review: Strong Sentences · 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, Sample: "The land offers water, and people decide how to use it." Two ideas are joined correctly.

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.

FRIDAY • REFLECTIVE (Highly Independent)
EDITING

SHEET 33 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of strong sentences)"

Explain a sentence edit.

Tell how you made an idea a complete, clear sentence.

I CAN I can explain how I edit for strong sentences.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 1 • Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I added the joining word so, which shows that Mali's wealth was the result of its gold.

(11)(D) · Cumulative Review: Strong Sentences · 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, I added the joining word so, which shows that Mali's wealth was the result of its gold.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Strong Sentences

SHEET 33 of 36

Slide 7 of 10

Complete the **cumulative sentence review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **complete sentences, agreement, and compound sentences**	"The Caddo studied the land, and they built their communities near rivers." *Both parts are complete ideas that agree, joined into one compound sentence.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 33 of 36, and complete the (11)(D) 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, Both parts are complete ideas that agree, joined into one compound sentence.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Strong Sentences · Teacher Script · 7

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Strong Sentences

SHEET 33 of 36

Slide 8 of 10

NOTICE Monday	“The Caddo lived near rivers and forests.” is the complete sentence.
CHOOSE Tuesday	“have” agrees with the plural subject regions.
SHOW Wednesday	“Mali had gold, so it became wealthy.” The comma and so fix the run-on.
OWN Thursday	Sample: “The land offers water, and people decide how to use it.” Two ideas are joined correctly.
DEFEND Friday	I added the joining word so, which shows that Mali's wealth was the result of its gold.

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 Caddo lived near rivers and forests.” is the complete sentence. Emergent, “have” agrees with the plural subject regions. Visible, “Mali had gold, so it became wealthy.” The comma and so fix the run-on. Independent, Sample: “The land offers water, and people decide how to use it.” Two ideas are joined correctly. Reflective, I added the joining word so, which shows that Mali's wealth was the result of its gold.*

ANSWER KEY: “The Caddo lived near rivers and forests.” is the complete sentence. · “have” agrees with the plural subject regions. · “Mali had gold, so it became wealthy.” The comma and so fix the run-on. · Sample: “The land offers water, and people decide how to use it.” Two ideas are joined correctly. · I added the joining word so, which shows that Mali's wealth was the result of its gold.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Strong Sentences · Teacher Script · 8

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Strong Sentences

Read this part of a student's draft.

(1) Different regions have different resources they support different work.

Sentence 1 is written incorrectly. What change should be made?

A Add a comma and the word and after resources

B Change regions to region

C Change support to supports

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Different regions have different resources they support different work. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Strong Sentences · Teacher Script · 9

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Strong Sentences

SHEET 33 of 36

Slide 10 of 10

Correct answer: A Add a comma and the word and after resources

WHY THIS IS CORRECT

Two complete ideas run together, so a comma and the joining word and separate them into a compound sentence.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Regions is a correct plural. Support agrees with the plural subject resources. There is a run-on to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma and the word and after resources. Two complete ideas run together, so a comma and the joining word and separate them into a compound sentence."

▸ *Walk through why the other choices are traps.*

"Regions is a correct plural. Support agrees with the plural subject resources. There is a run-on to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma and the word and after resources

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Strong Sentences · Teacher Script · 10

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of exact words)"

WHAT DOES THIS MEAN TO ME?

As I finish my research writing, I **review the words** so each one has the right form.
I check **nouns**, **verb tense**, **adjectives** and **adverbs**, and **pronouns** and **prepositions**.
Exact words make my research clear and correct for the reader.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I check nouns, verbs, modifiers, pronouns, and prepositions, so each word does its job.

WHERE IT APPEARS: In a research passage about resources, I edit the words for exact form.

This deck teaches **Cumulative Review: Exact Words** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Exact 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 cumulative review: exact words, the standard says: 'edit drafts using standard English conventions (cumulative review of exact 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."

NOTE: This week: cumulative review: exact words, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Exact Words 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 (cumulative review of exact words)"

Find the proper noun.

Read the sentence. Find the proper noun that names a specific place.

"Gold made Mali a wealthy kingdom."

I CAN I can find a proper noun.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the proper noun. Read the sentence. Find the proper noun that names a specific place."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Gold made Mali a wealthy kingdom.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The proper noun is Mali; it names a specific place.

(11)(D) · Cumulative Review: Exact Words · 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 proper noun is Mali; it names a specific place.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: exact words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: exact 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.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 34 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of exact words)"

Choose the correct verb tense.

Choose the past-tense verb that fits.

"Long ago, traders (carry / carried) salt across the desert."

I CAN I can choose the correct verb tense.

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. Choose the past-tense verb that fits."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Long ago, traders (carry / carried) salt across the desert.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "carried" is the past tense that fits long ago.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "carried" is the past tense that fits long ago.

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?"

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 34 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of exact words)"

Fix the superlative adjective.

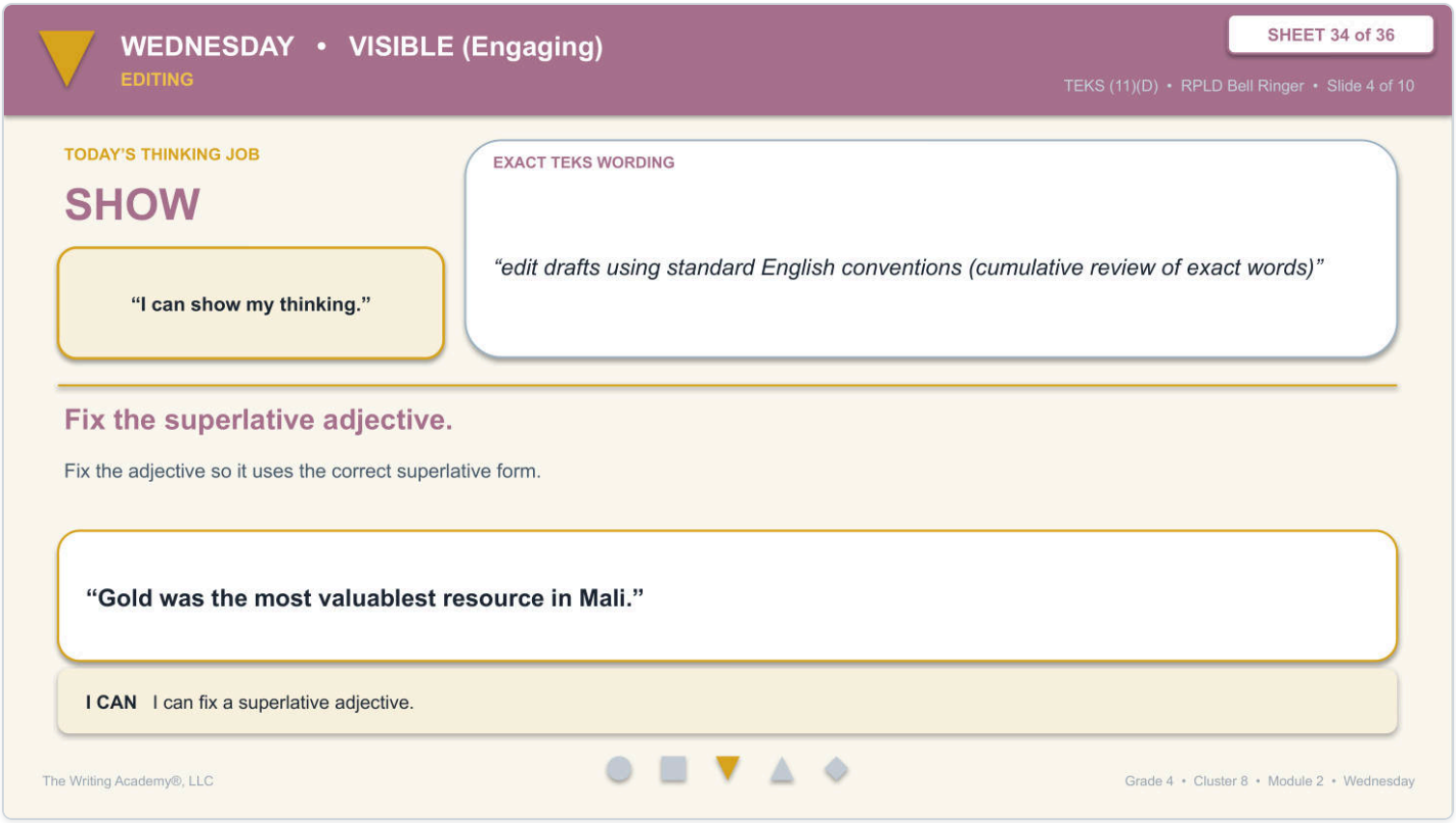
Fix the adjective so it uses the correct superlative form.

"Gold was the most valuablest resource in Mali."

I CAN I can fix a superlative adjective.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 2 • 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. Fix the adjective so it uses the correct superlative form."

"Read this with me: 'Gold was the most valuablest resource in Mali.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Gold was the most valuable resource in Mali." A superlative uses most or -est, not both.

(11)(D) · Cumulative Review: Exact Words · 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, "Gold was the most valuable resource in Mali." A superlative uses most or -est, not both.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

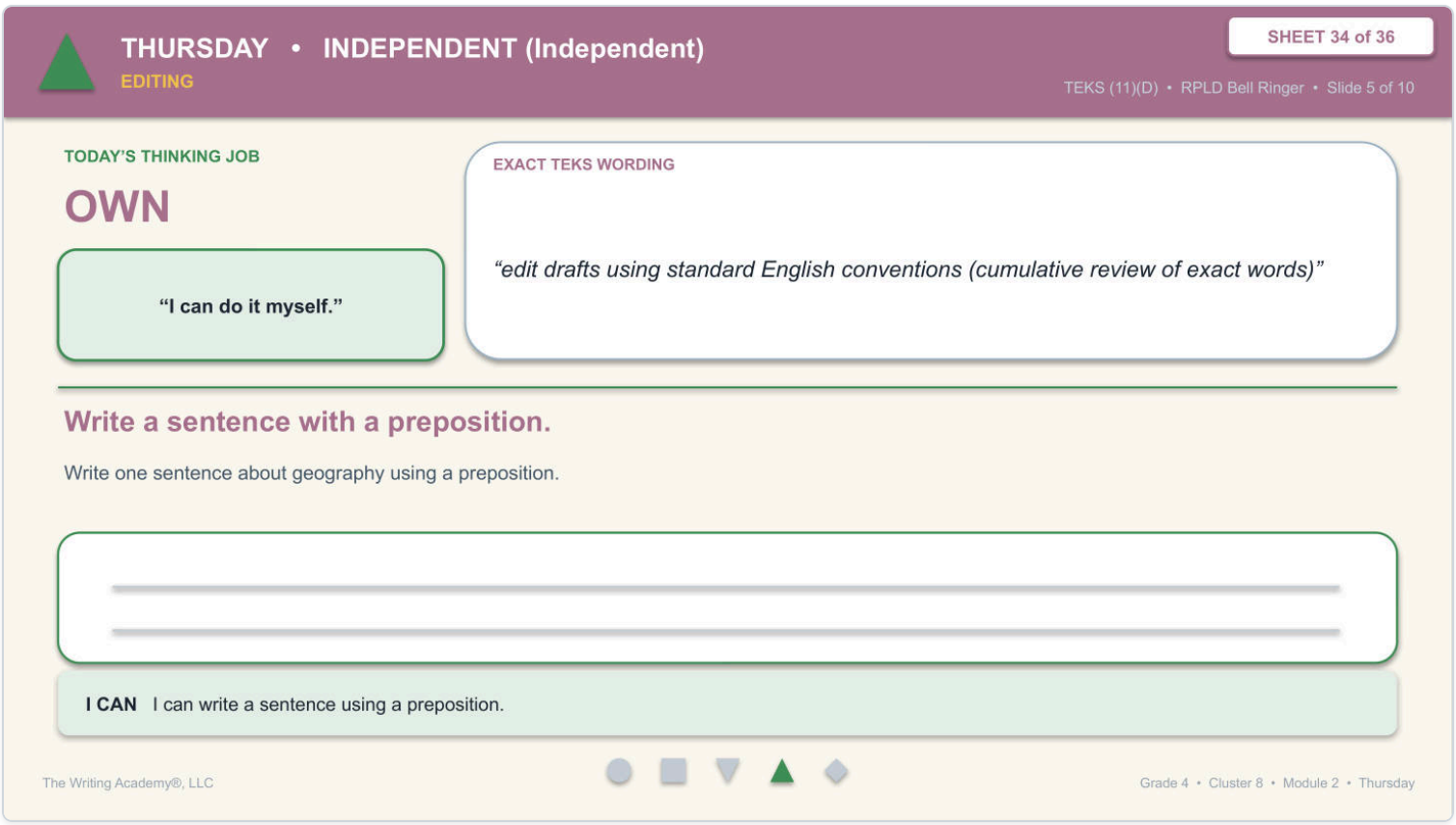
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about geography using a preposition."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The Caddo settled near the rivers of East Texas." Near is a preposition.

(11)(D) · Cumulative Review: Exact Words · 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, Sample: "The Caddo settled near the rivers of East Texas." Near is a preposition.

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.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 34 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of exact words)"

Explain a word edit.

Tell how you fixed a word's form.

I CAN I can explain how I edit a word's form.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I wrote most valuable, because a superlative uses either -est or most, never both.

(11)(D) · Cumulative Review: Exact Words · 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, I wrote most valuable, because a superlative uses either -est or most, never both.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Exact Words

SHEET 34 of 36

Slide 7 of 10

Complete the **cumulative word review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **nouns, verbs, modifiers, pronouns, and prepositions**	"The Caddo carefully studied the fertile land near the rivers." *The proper noun Caddo, the past-tense studied, the adjective fertile, and the adverb carefully all have the right form.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 34 of 36, and complete the (11)(D) 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 proper noun Caddo, the past-tense studied, the adjective fertile, and the adverb carefully all have the right form.

(11)(D) · Cumulative Review: Exact Words · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Exact Words

NOTICE Monday	The proper noun is Mali; it names a specific place.
CHOOSE Tuesday	“carried” is the past tense that fits long ago.
SHOW Wednesday	“Gold was the most valuable resource in Mali.” A superlative uses most or -est, not both.
OWN Thursday	Sample: “The Caddo settled near the rivers of East Texas.” Near is a preposition.
DEFEND Friday	I wrote most valuable, because a superlative uses either -est or most, never both.

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 Mali; it names a specific place. Emergent, “carried” is the past tense that fits long ago. Visible, “Gold was the most valuable resource in Mali.” A superlative uses most or -est, not both. Independent, Sample: “The Caddo settled near the rivers of East Texas.” Near is a preposition. Reflective, I wrote most valuable, because a superlative uses either -est or most, never both.*

ANSWER KEY: The proper noun is Mali; it names a specific place. · “carried” is the past tense that fits long ago. · “Gold was the most valuable resource in Mali.” A superlative uses most or -est, not both. · Sample: “The Caddo settled near the rivers of East Texas.” Near is a preposition. · I wrote most valuable, because a superlative uses either -est or most, never both.

(11)(D) · Cumulative Review: Exact Words · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Exact Words

Read this part of a student's draft.

(1) The great plains region have wide open spaces for farming.

What change should be made in sentence 1?

A Change have to has

B Change spaces to space

C Change farming to Farming

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The great plains region have wide open spaces for farming. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Exact Words · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Exact Words

Correct answer: A Change have to has

WHY THIS IS CORRECT

The subject region is singular, so it takes the singular verb has, not have.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Spaces is a correct plural. Farming is a common noun and stays lowercase. The verb does not agree, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change have to has. The subject region is singular, so it takes the singular verb has, not have."

▸ *Walk through why the other choices are traps.*

"Spaces is a correct plural. Farming is a common noun and stays lowercase. The verb does not agree, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change have to has

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.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of clean mechanics)"

WHAT DOES THIS MEAN TO ME?

As I finish my research writing, I **review the mechanics** so my writing looks clean.
I check **capital letters** for names, **commas** in compound sentences, **apostrophes** in possessives, and **quotation marks** in dialogue.
I also check that longer words follow my **spelling patterns and rules**.

KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.
I check capitals, commas, apostrophes, quotation marks, and spelling, so my research is clean.

WHERE IT APPEARS: In a research passage about Texas and Mali, I edit the marks and spelling.

This deck teaches **Cumulative Review: Clean Mechanics** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Clean Mechanics

~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 cumulative review: clean mechanics, the standard says: 'edit drafts using standard English conventions (cumulative review of clean mechanics).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: clean mechanics, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Clean Mechanics slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Clean Mechanics · Teacher Script · 21

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of clean mechanics)"

Find the word that needs a capital.

Read the sentence. Find the word that should be capitalized.

"The caddo people lived in East Texas."

I CAN I can find a word that needs a capital letter.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the word that needs a capital. Read the sentence. Find the word that should be capitalized."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The caddo people lived in East Texas.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The word caddo should be Caddo because it names a specific group of people.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The word caddo should be Caddo because it names a specific group of people.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: clean mechanics" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: clean mechanics 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 (cumulative review of clean mechanics)"

Choose the correct punctuation.

Choose the version with the comma in the right place.

"Mali had gold (and / , and) it grew wealthy."

I CAN I can choose the correct comma placement.

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. Choose the version with the comma in the right place."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Mali had gold (and / , and) it grew wealthy.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ", and" is correct because a comma comes before the joining word in a compound sentence.

(11)(D) · Cumulative Review: Clean Mechanics · 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, ", and" is correct because a comma comes before the joining word in a compound sentence.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

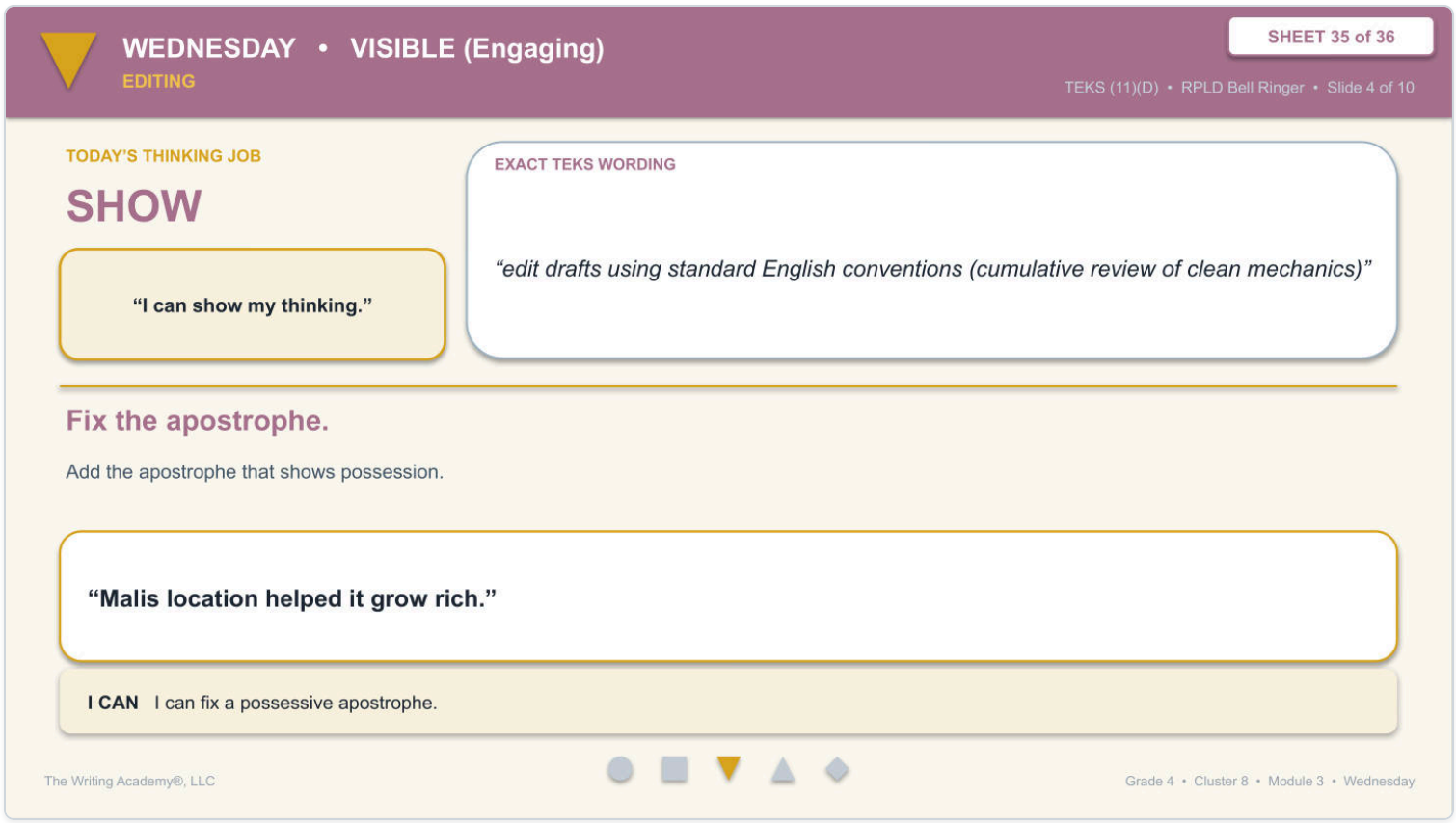
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



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. Add the apostrophe that shows possession."

"Read this with me: 'Malis location helped it grow rich.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Mali's location helped it grow rich." The apostrophe shows the location belongs to Mali.

(11)(D) · Cumulative Review: Clean Mechanics · 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, "Mali's location helped it grow rich." The apostrophe shows the location belongs to Mali.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

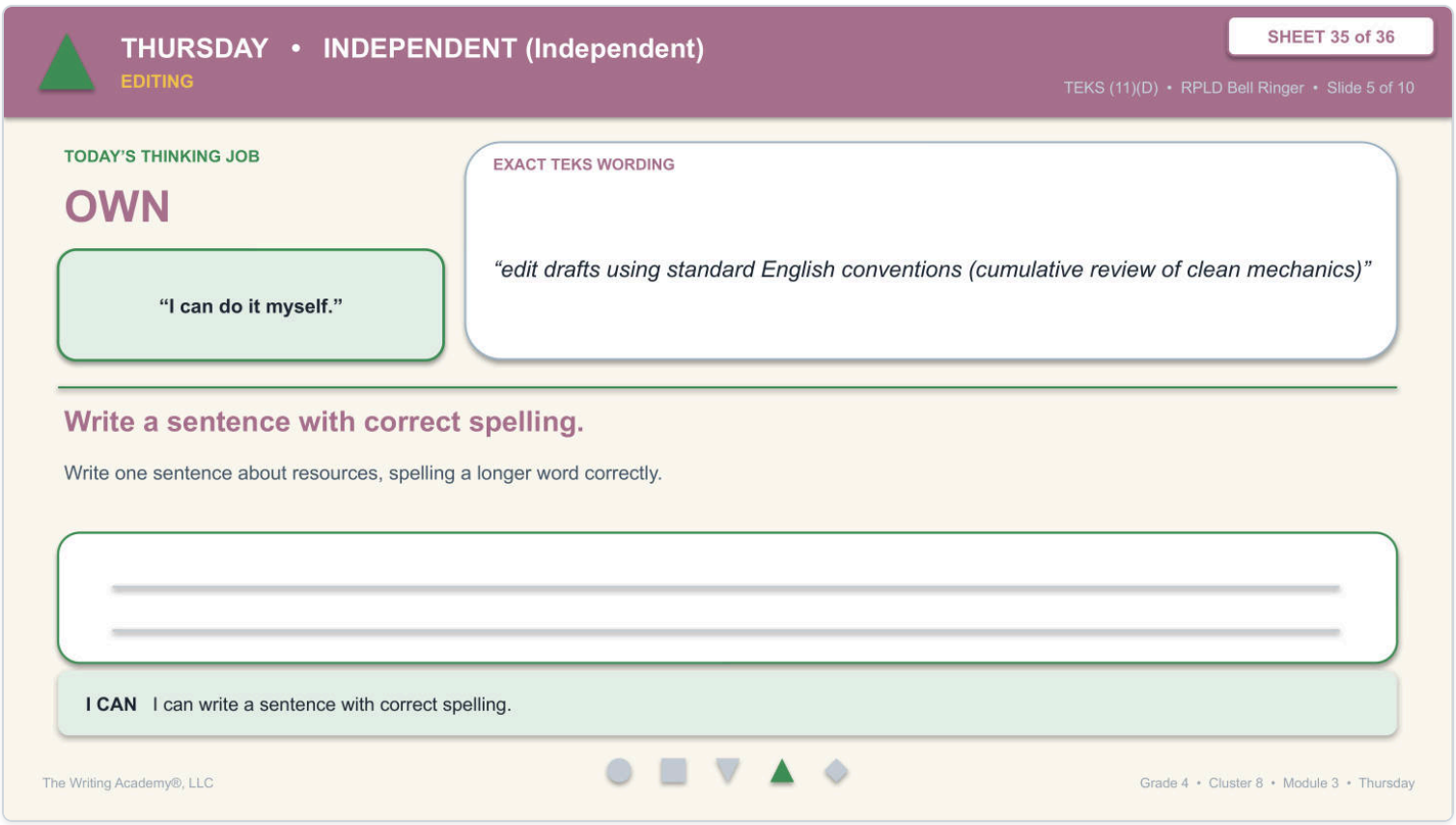
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

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.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about resources, spelling a longer word 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: Sample: "The region's minerals supported important trade." The longer words are spelled correctly.

(11)(D) · Cumulative Review: Clean Mechanics · 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, Sample: "The region's minerals supported important trade." The longer words are spelled correctly.

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I capitalized Caddo because it names a specific group of people, so it is a proper noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, I capitalized Caddo because it names a specific group of people, so it is a proper noun.

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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Clean Mechanics

SHEET 35 of 36

Slide 7 of 10

Complete the **cumulative mechanics review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **capitalization, punctuation, and spelling**	"Mali's traders crossed the desert, and they carried gold to distant markets." *The apostrophe in Mali's, the comma before and, and the spelling of distant are all correct.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 35 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The apostrophe in Mali's, the comma before and, and the spelling of distant are all correct.

(11)(D) · Cumulative Review: Clean Mechanics · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Clean Mechanics

SHEET 35 of 36

Slide 8 of 10

NOTICE Monday	The word caddo should be Caddo because it names a specific group of people.
CHOOSE Tuesday	", and" is correct because a comma comes before the joining word in a compound sentence.
SHOW Wednesday	"Mali's location helped it grow rich." The apostrophe shows the location belongs to Mali.
OWN Thursday	Sample: "The region's minerals supported important trade." The longer words are spelled correctly.
DEFEND Friday	I capitalized Caddo because it names a specific group of people, so it is a proper noun.

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 caddo should be Caddo because it names a specific group of people. Emergent, ", and" is correct because a comma comes before the joining word in a compound sentence. Visible, "Mali's location helped it grow rich." The apostrophe shows the location belongs to Mali. Independent, Sample: "The region's minerals supported important trade." The longer words are spelled correctly. Reflective, I capitalized Caddo because it names a specific group of people, so it is a proper noun.*

ANSWER KEY: The word caddo should be Caddo because it names a specific group of people. · ", and" is correct because a comma comes before the joining word in a compound sentence. · "Mali's location helped it grow rich." The apostrophe shows the location belongs to Mali. · Sample: "The region's minerals supported important trade." The longer words are spelled correctly. · I capitalized Caddo because it names a specific group of people, so it is a proper noun.

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Clean Mechanics · Teacher Script · 28

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Clean Mechanics

SHEET 35 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) The gulf of mexico gave the coastal plains fish and trade.

What change should be made in sentence 1?

A Change gulf of mexico to Gulf of Mexico

B Change gave to gives

C Change fish to fishes

D Make no change

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The gulf of mexico gave the coastal plains fish and trade. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Clean Mechanics

SHEET 35 of 36

Slide 10 of 10

Correct answer: A Change gulf of mexico to Gulf of Mexico

WHY THIS IS CORRECT

Gulf of Mexico is the specific name of a place, a proper noun, so its important words must be capitalized.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Gave is the correct past tense. Fish is already correct. There is a capitalization error, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change gulf of mexico to Gulf of Mexico. Gulf of Mexico is the specific name of a place, a proper noun, so its important words must be capitalized."

▸ *Walk through why the other choices are traps.*

"Gave is the correct past tense. Fish is already correct. There is a capitalization error, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change gulf of mexico to Gulf of Mexico

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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Cumulative Review: Clean Mechanics · Teacher Script · 30

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (publication editing: a final full editing pass)"

WHAT DOES THIS MEAN TO ME?

Before I **publish**, I make **one final editing pass** over my whole research paper.
I read for **strong sentences**, **exact words**, and **clean mechanics**, all at once.
A careful final pass makes my finished writing something a reader can trust.

KEY IDEA

This is the **final publication edit**, so it wears no single weather symbol.
I use my whole editing checklist: sentences, words, capitals, punctuation, and spelling.

WHERE IT APPEARS: Before publishing my research about what shapes a society, I complete a final editing pass.

This deck teaches **Publication Editing: The Final Pass** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Publication Editing: The Final Pass

~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 publication editing: the final pass, the standard says: 'edit drafts using standard English conventions (publication editing: a final full editing pass).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: publication editing: the final pass, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Publication Editing: The Final Pass slide deck · student Editing Tracking Sheets · highlighters/pencils.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Publication Editing: The Final Pass · Teacher Script · 31

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (publication editing: a final full editing pass)"

Check the sentences.

Read for any fragment, run-on, or splice, and check that subjects and verbs agree.

"Every society begins somewhere it grows from the land."

I CAN I can check my sentences in a final pass.

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. Check the sentences. Read for any fragment, run-on, or splice, and check that subjects and verbs agree."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Every society begins somewhere it grows from the land.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: Fix the run-on: "Every society begins somewhere, and it grows from the land."

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, Fix the run-on: "Every society begins somewhere, and it grows from the land."

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "publication editing: the final pass" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when publication editing: the final pass 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.

Copyright The Writing Academy®, LLC · Grade 4 Standards Sweep Editing · Publication Editing: The Final Pass · Teacher Script · 32

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 36 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (publication editing: a final full editing pass)"

Check the words.

Read for the right noun, verb tense, and modifier forms.

"The caddo builded strong communities."

I CAN I can check my words in a final pass.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 4 • 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. Read for the right noun, verb tense, and modifier forms."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The caddo builded strong communities.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "The Caddo built strong communities." Caddo is capitalized and built is the correct irregular past.

(11)(D) · Publication Editing: The Final Pass · 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, "The Caddo built strong communities." Caddo is capitalized and built is the correct irregular past.

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?"

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 36 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (publication editing: a final full editing pass)"

Check the mechanics.

Read for capitals, commas, apostrophes, quotation marks, and spelling.

"malis gold traveled far."

I CAN I can check my mechanics in a final pass.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 4 • 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. Read for capitals, commas, apostrophes, quotation marks, and spelling."

"Read this with me: 'malis gold traveled far.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Mali's gold traveled far." Mali is capitalized and the apostrophe shows possession.

(11)(D) · Publication Editing: The Final Pass · 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, "Mali's gold traveled far." Mali is capitalized and the apostrophe shows possession.

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.

THURSDAY • INDEPENDENT (Independent)

EDITING

SHEET 36 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions (publication editing: a final full editing pass)"

Edit and publish a sentence.

Write one polished sentence about your research, ready to publish.

I CAN I can edit a sentence so it is ready to publish.

The Writing Academy®, LLC

Grade 4 • Cluster 8 • Module 4 • Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one polished sentence about your research, ready to publish."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The Caddo studied the land, and they built thriving communities in East Texas." Polished and ready.

(11)(D) · Publication Editing: The Final Pass · 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, Sample: "The Caddo studied the land, and they built thriving communities in East Texas." Polished and ready.

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 (publication editing: a final full editing pass)"

Explain your final pass.

Tell why a final editing pass matters before publishing.

I CAN I can explain why a final editing pass matters.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A final pass catches the small errors, so my finished research is clear and a reader can trust it.

(11)(D) · Publication Editing: The Final Pass · 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, A final pass catches the small errors, so my finished research is clear and a reader can trust 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.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Publication Editing: The Final Pass

SHEET 36 of 36

Slide 7 of 10

Complete the **publication editing** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions with a **final publication editing pass**	"The Caddo built their communities near the rivers of East Texas, and the land shaped how they lived." *The sentence is complete and joined correctly, the proper nouns are capitalized, and every word is spelled right, ready to publish.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 36 of 36, and complete the (11)(D) 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 sentence is complete and joined correctly, the proper nouns are capitalized, and every word is spelled right, ready to publish.

(11)(D) · Publication Editing: The Final Pass · 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.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Publication Editing: The Final Pass

NOTICE Monday	Fix the run-on: “Every society begins somewhere, and it grows from the land.”
CHOOSE Tuesday	“The Caddo built strong communities.” Caddo is capitalized and built is the correct irregular past.
SHOW Wednesday	“Mali's gold traveled far.” Mali is capitalized and the apostrophe shows possession.
OWN Thursday	Sample: “The Caddo studied the land, and they built thriving communities in East Texas.” Polished and ready.
DEFEND Friday	A final pass catches the small errors, so my finished research is clear and a reader can trust 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, Fix the run-on: “Every society begins somewhere, and it grows from the land.” Emergent, “The Caddo built strong communities.” Caddo is capitalized and built is the correct irregular past. Visible, “Mali's gold traveled far.” Mali is capitalized and the apostrophe shows possession. Independent, Sample: “The Caddo studied the land, and they built thriving communities in East Texas.” Polished and ready. Reflective, A final pass catches the small errors, so my finished research is clear and a reader can trust it.*

ANSWER KEY: Fix the run-on: “Every society begins somewhere, and it grows from the land.” · “The Caddo built strong communities.” Caddo is capitalized and built is the correct irregular past. · “Mali's gold traveled far.” Mali is capitalized and the apostrophe shows possession. · Sample: “The Caddo studied the land, and they built thriving communities in East Texas.” Polished and ready. · A final pass catches the small errors, so my finished research is clear and a reader can trust it.

(11)(D) · Publication Editing: The Final Pass · 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.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Publication Editing: The Final Pass

Read this part of a student's draft.

(1) the caddo people builded homes near rivers, forests, and fertile land.

What change, if any, should be made in sentence 1?

A Capitalize the and change builded to built

B Change rivers to river

C Change land to Land

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 caddo people builded homes near rivers, forests, and fertile land. Now, what change, if any, should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Publication Editing: The Final Pass · 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.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Publication Editing: The Final Pass

SHEET 36 of 36

Slide 10 of 10

Correct answer: A Capitalize the and change builded to built

WHY THIS IS CORRECT

The sentence must begin with a capital The, and the irregular past of build is built, not builded, so both fixes are needed for publication.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Rivers is a correct plural. Land is a common noun and stays lowercase. There are errors to fix, so No change is needed is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Capitalize the and change builded to built. The sentence must begin with a capital The, and the irregular past of build is built, not builded, so both fixes are needed for publication."

▸ *Walk through why the other choices are traps.*

"Rivers is a correct plural. Land is a common noun and stays lowercase. There are errors to fix, so No change is needed is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Capitalize the and change builded to built

(11)(D) · Publication Editing: The Final Pass · 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.