

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.

A singular subject takes a singular verb: **The speaker speaks**, not The speaker speak.

A complete simple sentence has a subject (who or what) and a verb (the action).

KEY IDEA

Subject = SUN (a naming word).

Verb = RAINDROP (an action word).

The sun and the raindrop must agree.

WHERE IT APPEARS: “Dream (Dr. Martin Luther King Jr.)”, a sentence with a subject and a verb.

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

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

🕒 ~2 min

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

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

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

“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including 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: subject-verb agreement, see the standard and the five-day roadmap above.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

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

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

"The speaker speaks."

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

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Grade 4 • Prepare • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

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

"Read this with me: 'The speaker speaks.'"

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

ANSWER KEY: The subject is The speaker and the verb is speaks.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is The speaker and the verb is speaks.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Choose the verb that agrees.

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

"The speaker (speaks / speak)."

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

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Grade 4 • Prepare • 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. With support, choose the verb form that matches the subject."

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

"Read this with me: 'The speaker (speaks / speak).'"

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

ANSWER KEY: "speaks" agrees with the singular subject The speaker.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "speaks" agrees with the singular subject The speaker.

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 subject-verb agreement"

Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The speaker speak."

I CAN I can show how to make a subject and verb agree.

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Grade 4 • Prepare • Module 1 • 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. Rewrite the sentence so the subject and verb agree. Show the before and the after."

"Read this with me: Before: 'The speaker speak.'"

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

ANSWER KEY: Sample: "The speaker speaks." The singular subject takes the singular verb.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The speaker speaks." The singular subject takes the singular verb.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The speakers speaks."

I CAN I can edit subject-verb agreement myself.

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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: 'The speakers speaks.' Fix the subject-verb agreement in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "The speakers speak." The plural subject takes the plural verb.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The speakers speak." The plural subject takes the plural verb.

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 subject-verb agreement"

Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

Explain how you made the subject and verb agree. Then check a sentence in your own writing.

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



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

⌚ ~5 min

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

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

"Explain how you made the subject and verb agree. Then check a sentence in your own writing."

▶ *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: Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	"The speaker speaks ." <i>The speaker (singular subject) matches speaks (the verb).</i>
MY OWN EXAMPLE: <i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 1 of 36, and complete the (11)(D)(i) row.

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

🕒 ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, The speaker (singular subject) matches speaks (the verb).

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

The subject is The speaker and the verb is speaks.



CHOOSE
Tuesday

“speaks” agrees with the singular subject The speaker.



SHOW
Wednesday

Sample: “The speaker speaks.” The singular subject takes the singular verb.



OWN
Thursday

Sample: “The speakers speak.” The plural subject takes the plural verb.



DEFEND
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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 The speaker and the verb is speaks. Emergent, “speaks” agrees with the singular subject The speaker. Visible, Sample: “The speaker speaks.” The singular subject takes the singular verb. Independent, Sample: “The speakers speak.” The plural subject takes the plural verb. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

ANSWER KEY: The subject is The speaker and the verb is speaks. · “speaks” agrees with the singular subject The speaker. · Sample: “The speaker speaks.” The singular subject takes the singular verb. · Sample: “The speakers speak.” The plural subject takes the plural verb. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The speaker speak to the crowd.

What change should be made in sentence 1?

- A Change speak to speaks
- B Change speaker to speakers
- C Delete the word speak
- 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 speaker speak to the crowd. 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)(i) · Subject-Verb Agreement · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change speak to speaks

WHY THIS IS CORRECT

The singular subject needs the singular verb, so “speak” should be changed to “speaks.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change speaker to speakers” would break the agreement, “Delete the word speak” removes the action the sentence needs, and the sentence does need a change, 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 speak to speaks. The singular subject needs the singular verb, so “speak” should be changed to “speaks.”

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

““Change speaker to speakers” would break the agreement, “Delete the word speak” removes the action the sentence needs, and the sentence does need a change, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change speak to speaks

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

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.
One is singular: **crowd**. More than one is plural: **crowds**.
Most nouns add s or es to become plural.

SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.
Add s or es to make most nouns plural.

WHERE IT APPEARS: “Dream (Dr. Martin Luther King Jr.)”, a noun that names one or more than one.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular and 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 singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and 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: singular and plural nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Singular and 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 singular and plural nouns"

Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The crowd was there."

I CAN I recognize whether a noun is singular or plural.

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Grade 4 • Prepare • 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. Singular or plural? Read the sentence. Decide if the noun names one or more than one."

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

"Read this with me: 'The crowd was there.'"

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

ANSWER KEY: "crowd" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "crowd" names one, so it is singular.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the correct form.

With support, choose the singular or plural form that fits.

"Three (crowd / crowds) were there."

I CAN I can choose the correct noun form, with support.

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Grade 4 • Prepare • 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. With support, choose the singular or plural form that fits."

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

"Read this with me: 'Three (crowd / crowds) were there.'"

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

ANSWER KEY: "crowds" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "crowds" is the plural form, for more than one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many crowd."

I CAN I can show how to fix a singular or plural noun.

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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. Rewrite the sentence with the correct noun form. Show the before and the after."

"Read this with me: Before: 'Many crowd.'"

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

ANSWER KEY: Sample: "Many crowds." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural 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, Sample: "Many crowds." The plural form fits more than one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two crowd."

I CAN I can edit singular and plural nouns myself.



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

⌚ ~4 min

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

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

"Read this one: 'I saw two crowd.' Fix the noun form in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "I saw two crowds." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural 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: "I saw two crowds." The noun is plural because there are two.

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 and plural nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun should be singular or plural. Then check a noun in your own writing.

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



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

⌚ ~5 min

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

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

"Explain why the noun should be singular or plural. Then check a noun in your own writing."

▶ *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: Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including singular and plural nouns	“One crowd became many crowds .” <i>crowd names one; crowds names more than one.</i>
MY OWN EXAMPLE: <i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i>	

→ 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, crowd names one; crowds names more than one.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

“crowd” names one, so it is singular.



CHOOSE
Tuesday

“crowds” is the plural form, for more than one.



SHOW
Wednesday

Sample: “Many crowds.” The plural form fits more than one.



OWN
Thursday

Sample: “I saw two crowds.” The noun is plural because there are two.



DEFEND
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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, “crowd” names one, so it is singular. Emergent, “crowds” is the plural form, for more than one. Visible, Sample: “Many crowds.” The plural form fits more than one. Independent, Sample: “I saw two crowds.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

ANSWER KEY: “crowd” names one, so it is singular. · “crowds” is the plural form, for more than one. · Sample: “Many crowds.” The plural form fits more than one. · Sample: “I saw two crowds.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 2 of 36 • Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) I counted three crowd in the picture.

What change should be made in sentence 1?

A Change crowd to crowds

B Delete the word crowd

C Capitalize crowd

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: I counted three crowd in the picture. Now, what change should be made in sentence 1?”

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

NOTE: Revealed on the next slide.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change crowd to crowds

WHY THIS IS CORRECT

The word “three” means more than one, so “crowd” should be changed to the plural “crowds.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Delete the word crowd” removes a word the sentence needs, “Capitalize crowd” is wrong because it is a common noun, and the sentence does need the plural, 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 crowd to crowds. The word “three” means more than one, so “crowd” should be changed to the plural “crowds.””

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

““Delete the word crowd” removes a word the sentence needs, “Capitalize crowd” is wrong because it is a common noun, and the sentence does need the plural, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change crowd to crowds

(11)(D)(vii) · Singular and Plural Nouns · Sheet 2 of 36 · Prepare

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **memorial**. A proper noun names a specific one:

Lincoln Memorial.

A proper noun always begins with a capital letter.

SENTENCE WEATHER



Noun = SUN.

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

WHERE IT APPEARS: “Dream (Dr. Martin Luther King Jr.)”, a common noun and a proper noun.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common and 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 common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and 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: common and proper nouns, see the standard and the five-day roadmap above.

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

(11)(D)(ix) • Common and Proper Nouns • Sheet 3 of 36 • Prepare



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

"The memorial was important."

I CAN I recognize a common noun and a proper noun.

The Writing Academy®, LLC



Grade 4 • Prepare • 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. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."

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

"Read this with me: 'The memorial was important.'"

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

ANSWER KEY: "memorial" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "memorial" names any one, so it is a common noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and 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 common and proper nouns"

Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"(lincoln memorial / Lincoln Memorial) was important."

I CAN I can choose the correct capitalization, with support.

The Writing Academy®, LLC

Grade 4 • Prepare • 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. With support, choose the noun written with the correct capital letter."

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

"Read this with me: '(lincoln memorial / Lincoln Memorial) was important.'"

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

ANSWER KEY: "Lincoln Memorial" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Lincoln Memorial" names a specific one, so it is proper and is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "lincoln memorial was important."

I CAN I can show how to capitalize a proper noun.



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. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."

"Read this with me: Before: 'lincoln memorial was important.'"

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

ANSWER KEY: Sample: "Lincoln Memorial was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Lincoln Memorial was important." The proper noun is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about lincoln memorial."

I CAN I can edit common and proper nouns myself.



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

🕒 ~4 min

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

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

"Read this one: 'We read about lincoln memorial.' Fix the capitalization in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "We read about Lincoln Memorial." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "We read about Lincoln Memorial." The proper noun keeps its capital letter.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun is common or proper. Then check a noun in your own writing.

I CAN I can evaluate common and proper nouns and transfer it to my own writing.



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

⌚ ~5 min

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

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

"Explain why the noun is common or proper. Then check a noun in your own writing."

▶ *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: Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • Sheet 3 of 36 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including common and proper nouns	"A memorial can be any one, but Lincoln Memorial names a specific one." <i>memorial is common; Lincoln Memorial is proper and is capitalized.</i>
MY OWN EXAMPLE: <i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i>	

→ 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, memorial is common; Lincoln Memorial is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

**NOTICE**
Monday

“memorial” names any one, so it is a common noun.

**CHOOSE**
Tuesday

“Lincoln Memorial” names a specific one, so it is proper and is capitalized.

**SHOW**
Wednesday

Sample: “Lincoln Memorial was important.” The proper noun is capitalized.

**OWN**
Thursday

Sample: “We read about Lincoln Memorial.” The proper noun keeps its capital letter.

**DEFEND**
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

**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, “memorial” names any one, so it is a common noun. Emergent, “Lincoln Memorial” names a specific one, so it is proper and is capitalized. Visible, Sample: “Lincoln Memorial was important.” The proper noun is capitalized. Independent, Sample: “We read about Lincoln Memorial.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

ANSWER KEY: “memorial” names any one, so it is a common noun. · “Lincoln Memorial” names a specific one, so it is proper and is capitalized. · Sample: “Lincoln Memorial was important.” The proper noun is capitalized. · Sample: “We read about Lincoln Memorial.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) We learned about lincoln memorial in class.

What change should be made in sentence 1?

A Change lincoln memorial to Lincoln Memorial

B Change stood to stand

C Delete the word lincoln memorial

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: We learned about lincoln memorial in class. Now, what change should be made in sentence 1?”

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

NOTE: Revealed on the next slide.

(11)(D)(ix) · Common and Proper Nouns · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change lincoln memorial to Lincoln Memorial

WHY THIS IS CORRECT

"Lincoln Memorial" is a proper noun that names a specific one, so it must be capitalized: change "lincoln memorial" to "Lincoln Memorial."

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

"Change stood to stand" changes a word that is already correct, "Delete the word lincoln memorial" removes a word the sentence needs, and the sentence does need the capital, 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 lincoln memorial to Lincoln Memorial. "Lincoln Memorial" is a proper noun that names a specific one, so it must be capitalized: change "lincoln memorial" to "Lincoln Memorial.""

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

"Change stood to stand" changes a word that is already correct, "Delete the word lincoln memorial" removes a word the sentence needs, and the sentence does need the capital, so "Make no change" is wrong."

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

ANSWER KEY: A, Change lincoln memorial to Lincoln Memorial

(11)(D)(ix) · Common and Proper Nouns · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.
These are words we use often, like **because**.
I spell them from memory and check them every time.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often.
Spell them from memory and check them every time.

WHERE IT APPEARS: “Dream (Dr. Martin Luther King Jr.)”, a high-frequency word to spell 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.

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was "becuase" important."

I CAN I recognize a misspelled high-frequency word.



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. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."

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

"Read this with me: 'The idea was 'becuase' important.'"

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

ANSWER KEY: "becuase" is spelled wrong; the correct spelling is because.

(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, "becuase" is spelled wrong; the correct spelling is because.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the correct spelling.

With support, choose the correct spelling.

"(becuase / because)"

I CAN I can choose the correct spelling, with support.

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Grade 4 • Prepare • 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. With support, choose the correct spelling."

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

"Read this with me: '(becuase / because)'"

▶ 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"

Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "becuase"

I CAN I can show how to correct a spelling.



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. Rewrite the word with the correct spelling. Show the before and the after."

"Read this with me: Before: 'becuase'"

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

ANSWER KEY: Sample: "because." The word 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, Sample: "because." The word 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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was becuase true."

I CAN I can edit the spelling of high-frequency words myself.



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

🕒 ~4 min

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

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

"Read this one: 'It was becuase true.' Fix the spelling in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "It was because true." The high-frequency word is corrected.

(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: "It was because true." The high-frequency word is corrected.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

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



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

🕒 ~5 min

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

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

"Explain how you knew the correct spelling. Then check a word in your own writing."

► 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: Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **spelling 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	Before: “becuase” → After: “ because ” <i>High-frequency words are spelled from memory and checked every time.</i>
MY OWN EXAMPLE: <i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>	

→ 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, → After: “because” High-frequency words are spelled from memory and checked every time.

(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.



NOTICE
Monday

“becuase” is spelled wrong; the correct spelling is because.



CHOOSE
Tuesday

“because” is the correct spelling.



SHOW
Wednesday

Sample: “because.” The word is now spelled correctly.



OWN
Thursday

Sample: “It was because true.” The high-frequency word is corrected.



DEFEND
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

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, “becuase” is spelled wrong; the correct spelling is because. Emergent, “because” is the correct spelling. Visible, Sample: “because.” The word is now spelled correctly. Independent, Sample: “It was because true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

ANSWER KEY: “becuase” is spelled wrong; the correct spelling is because. · “because” is the correct spelling. · Sample: “because.” The word is now spelled correctly. · Sample: “It was because true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(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.

Read this part of a student's draft.

(1) The change was becuase important to the people.

What change should be made in sentence 1?

A Change becuase to because

B Change change to changes

C Delete the word becuase

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 change was becuase important to the people. 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)(xxxv) · Spelling High-Frequency Words · Sheet 4 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change becuase to because

WHY THIS IS CORRECT

“becuase” is a misspelled high-frequency word, so change it to the correct spelling “because.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change change to changes” changes a word that is already correct, “Delete the word becuase” removes a word the sentence needs, and the sentence does need the 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 becuase to because. “becuase” is a misspelled high-frequency word, so change it to the correct spelling “because.””

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

““Change change to changes” changes a word that is already correct, “Delete the word becuase” removes a word the sentence needs, and the sentence does need the fix, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change becuase to because

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

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.
 A singular subject takes a singular verb: **The king rules**, not The king rule.
 A complete simple sentence has a subject (who or what) and a verb (the action).

KEY IDEA

Subject = SUN (a naming word).
Verb = RAINDROP (an action word).
 The sun and the raindrop must agree.

WHERE IT APPEARS: “A Promise Written Long Ago”, a sentence with a subject and a verb.

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

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

⌚ ~2 min

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

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

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

“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including 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: subject-verb agreement, see the standard and the five-day roadmap above.

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

(11)(D)(i) • Subject-Verb Agreement • Sheet 5 of 36 • Cluster 1



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

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

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

"The king rules."

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

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Grade 4 • Cluster 1 • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

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

"Read this with me: 'The king rules.'"

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

ANSWER KEY: The subject is The king and the verb is rules.

(11)(D)(i) • Subject-Verb Agreement • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is The king and the verb is rules.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Choose the verb that agrees.

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

"The king (rules / rule)."

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

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Grade 4 • Cluster 1 • 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. With support, choose the verb form that matches the subject."

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

"Read this with me: 'The king (rules / rule).'"

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

ANSWER KEY: "rules" agrees with the singular subject The king.

(11)(D)(i) • Subject-Verb Agreement • 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, "rules" agrees with the singular subject The king.

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 subject-verb agreement"

Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The king rule."

I CAN I can show how to make a subject and verb agree.



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

🕒 ~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Rewrite the sentence so the subject and verb agree. Show the before and the after."

"Read this with me: Before: 'The king rule.'"

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

ANSWER KEY: Sample: "The king rules." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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, Sample: "The king rules."
The singular subject takes the singular verb.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The kings rules."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

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

"Read this one: 'The kings rules.' Fix the subject-verb agreement in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "The kings rule." The plural subject takes the plural verb.

(11)(D)(i) • Subject-Verb Agreement • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The kings rule." The plural subject takes the plural verb.

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 subject-verb agreement"

Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

Explain how you made the subject and verb agree. Then check a sentence in your own writing.

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



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

⌚ ~5 min

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

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

"Explain how you made the subject and verb agree. Then check a sentence in your own writing."

▶ *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: Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • Sheet 5 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	"The king rules ." <i>The king (singular subject) matches rules (the verb).</i>
MY OWN EXAMPLE: <i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 5 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 king (singular subject) matches rules (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

The subject is The king and the verb is rules.



CHOOSE
Tuesday

“rules” agrees with the singular subject The king.



SHOW
Wednesday

Sample: “The king rules.” The singular subject takes the singular verb.



OWN
Thursday

Sample: “The kings rule.” The plural subject takes the plural verb.



DEFEND
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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 The king and the verb is rules. Emergent, “rules” agrees with the singular subject The king. Visible, Sample: “The king rules.” The singular subject takes the singular verb. Independent, Sample: “The kings rule.” The plural subject takes the plural verb. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

ANSWER KEY: The subject is The king and the verb is rules. · “rules” agrees with the singular subject The king. · Sample: “The king rules.” The singular subject takes the singular verb. · Sample: “The kings rule.” The plural subject takes the plural verb. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The king rule the land.

What change should be made in sentence 1?

A Change rule to rules

B Change king to kings

C Delete the word rule

D Make no change

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

⌚ ~3 min

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

“Here’s a question shaped just like the ones on a real test, and once you can spot the error, you’re the one in control. Read the sentence: The king rule the land. 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)(i) · Subject-Verb Agreement · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change rule to rules

WHY THIS IS CORRECT

The singular subject needs the singular verb, so “rule” should be changed to “rules.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change king to kings” would break the agreement, “Delete the word rule” removes the action the sentence needs, and the sentence does need a change, 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 rule to rules. The singular subject needs the singular verb, so “rule” should be changed to “rules.””

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

““Change king to kings” would break the agreement, “Delete the word rule” removes the action the sentence needs, and the sentence does need a change, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change rule to rules

(11)(D)(i) · Subject-Verb Agreement · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.
One is singular: **baron**. More than one is plural: **barons**.
Most nouns add s or es to become plural.

SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.
Add s or es to make most nouns plural.

WHERE IT APPEARS: “A Promise Written Long Ago”, a noun that names one or more than one.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular and 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 singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and 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: singular and plural nouns, see the standard and the five-day roadmap above.

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

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The baron was there."

I CAN I recognize whether a noun is singular or plural.

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Grade 4 • Cluster 1 • 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. Singular or plural? Read the sentence. Decide if the noun names one or more than one."

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

"Read this with me: 'The baron was there.'"

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

ANSWER KEY: "baron" names one, so it is singular.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "baron" names one, so it is singular.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the correct form.

With support, choose the singular or plural form that fits.

"Three (baron / barons) were there."

I CAN I can choose the correct noun form, with support.

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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. With support, choose the singular or plural form that fits."

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

"Read this with me: 'Three (baron / barons) were there.'"

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

ANSWER KEY: "barons" is the plural form, for more than one.

(11)(D)(vii) • Singular and 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, "barons" is the plural form, for more than one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many baron."

I CAN I can show how to fix a singular or plural noun.

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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. Rewrite the sentence with the correct noun form. Show the before and the after."

"Read this with me: Before: 'Many baron.'"

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

ANSWER KEY: Sample: "Many barons." The plural form fits more than one.

(11)(D)(vii) • Singular and 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, Sample: "Many barons." The plural form fits more than one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two baron."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

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

"Read this one: 'I saw two baron.' Fix the noun form in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "I saw two barons." The noun is plural because there are two.

(11)(D)(vii) • Singular and 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: "I saw two barons." The noun is plural because there are two.

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 and plural nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun should be singular or plural. Then check a noun in your own writing.

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



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

⌚ ~5 min

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

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

"Explain why the noun should be singular or plural. Then check a noun in your own writing."

▶ *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: Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including singular and plural nouns	“One baron became many barons .” <i>baron names one; barons names more than one.</i>
MY OWN EXAMPLE: <i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 6 of 36, and complete the (11)(D)(vii) row.

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

🕒 ~5 min

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

“Now it’s time to make this thinking your own.”

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

ANSWER KEY: Student’s own example should match the standard, baron names one; barons names more than one.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

“baron” names one, so it is singular.



CHOOSE
Tuesday

“barons” is the plural form, for more than one.



SHOW
Wednesday

Sample: “Many barons.” The plural form fits more than one.



OWN
Thursday

Sample: “I saw two barons.” The noun is plural because there are two.



DEFEND
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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, “baron” names one, so it is singular. Emergent, “barons” is the plural form, for more than one. Visible, Sample: “Many barons.” The plural form fits more than one. Independent, Sample: “I saw two barons.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

ANSWER KEY: “baron” names one, so it is singular. · “barons” is the plural form, for more than one. · Sample: “Many barons.” The plural form fits more than one. · Sample: “I saw two barons.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) I counted three baron in the picture.

What change should be made in sentence 1?

A Change baron to barons

B Delete the word baron

C Capitalize baron

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: I counted three baron in the picture. Now, what change should be made in sentence 1?”

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

NOTE: Revealed on the next slide.

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

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change baron to barons

WHY THIS IS CORRECT

The word “three” means more than one, so “baron” should be changed to the plural “barons.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Delete the word baron” removes a word the sentence needs, “Capitalize baron” is wrong because it is a common noun, and the sentence does need the plural, 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 “three” means more than one, so “baron” should be changed to the plural “barons.””

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

““Delete the word baron” removes a word the sentence needs, “Capitalize baron” is wrong because it is a common noun, and the sentence does need the plural, 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

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

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **document**. A proper noun names a specific one:

Magna Carta.

A proper noun always begins with a capital letter.

SENTENCE WEATHER



Noun = SUN.

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

WHERE IT APPEARS: “A Promise Written Long Ago”, a common noun and a proper noun.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common and 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 common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and 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: common and proper nouns, see the standard and the five-day roadmap above.

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

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



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

"The document was important."

I CAN I recognize a common noun and a proper noun.

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Grade 4 • Cluster 1 • 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. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."

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

"Read this with me: 'The document was important.'"

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

ANSWER KEY: "document" names any one, so it is a common noun.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "document" names any one, so it is a common noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and 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 common and proper nouns"

Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"(magna carta / Magna Carta) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 4 • Cluster 1 • 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. With support, choose the noun written with the correct capital letter."

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

"Read this with me: '(magna carta / Magna Carta) was important.'"

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

ANSWER KEY: "Magna Carta" names a specific one, so it is proper and is capitalized.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Magna Carta" names a specific one, so it is proper and is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "magna carta was important."

I CAN I can show how to capitalize a proper noun.

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Grade 4 • Cluster 1 • 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. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."

"Read this with me: Before: 'magna carta was important.'"

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

ANSWER KEY: Sample: "Magna Carta was important." The proper noun is capitalized.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Magna Carta was important." The proper noun is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about magna carta."

I CAN I can edit common and proper nouns myself.



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

⌚ ~4 min

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

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

"Read this one: 'We read about magna carta.' Fix the capitalization in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "We read about Magna Carta." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and 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: "We read about Magna Carta." The proper noun keeps its capital letter.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun is common or proper. Then check a noun in your own writing.

I CAN I can evaluate common and proper nouns and transfer it to my own writing.



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

⌚ ~5 min

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

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

"Explain why the noun is common or proper. Then check a noun in your own writing."

► *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: Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including common and proper nouns	"A document can be any one, but Magna Carta names a specific one." <i>document is common; Magna Carta is proper and is capitalized.</i>
MY OWN EXAMPLE: <i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 7 of 36, and complete the (11)(D)(ix) row.

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

🕒 ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, document is common; Magna Carta is proper and is capitalized.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

**NOTICE**
Monday

“document” names any one, so it is a common noun.

**CHOOSE**
Tuesday

“Magna Carta” names a specific one, so it is proper and is capitalized.

**SHOW**
Wednesday

Sample: “Magna Carta was important.” The proper noun is capitalized.

**OWN**
Thursday

Sample: “We read about Magna Carta.” The proper noun keeps its capital letter.

**DEFEND**
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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, “document” names any one, so it is a common noun. Emergent, “Magna Carta” names a specific one, so it is proper and is capitalized. Visible, Sample: “Magna Carta was important.” The proper noun is capitalized. Independent, Sample: “We read about Magna Carta.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

ANSWER KEY: “document” names any one, so it is a common noun. · “Magna Carta” names a specific one, so it is proper and is capitalized. · Sample: “Magna Carta was important.” The proper noun is capitalized. · Sample: “We read about Magna Carta.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) We learned about magna carta in class.

What change should be made in sentence 1?

- A Change magna carta to Magna Carta
- B Change learned to learn
- C Delete the word magna carta
- 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: We learned about magna carta in class. Now, what change should be made in sentence 1?”

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

NOTE: Revealed on the next slide.

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

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change magna carta to Magna Carta

WHY THIS IS CORRECT

“Magna Carta” is a proper noun that names a specific one, so it must be capitalized: change “magna carta” to “Magna Carta.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change learned to learn” changes a word that is already correct, “Delete the word magna carta” removes a word the sentence needs, and the sentence does need the capital, 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 magna carta to Magna Carta. “Magna Carta” is a proper noun that names a specific one, so it must be capitalized: change “magna carta” to “Magna Carta.””

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

““Change learned to learn” changes a word that is already correct, “Delete the word magna carta” removes a word the sentence needs, and the sentence does need the capital, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change magna carta to Magna Carta

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

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.
These are words we use often, like **people**.
I spell them from memory and check them every time.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often.
Spell them from memory and check them every time.

WHERE IT APPEARS: “A Promise Written Long Ago”, a high-frequency word to spell 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.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was "people" important."

I CAN I recognize a misspelled high-frequency word.



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. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."

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

"Read this with me: 'The idea was 'people' important.'"

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

ANSWER KEY: "people" is spelled wrong; the correct spelling is people.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "people" is spelled wrong; the correct spelling is people.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the correct spelling.

With support, choose the correct spelling.

"(people / people)"

I CAN I can choose the correct spelling, with support.

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Grade 4 • Cluster 1 • 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. With support, choose the correct spelling."

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

"Read this with me: '(people / people)'"

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

ANSWER KEY: "people" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "people" 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"

Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "people"

I CAN I can show how to correct a spelling.



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. Rewrite the word with the correct spelling. Show the before and the after."

"Read this with me: Before: 'people'"

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

ANSWER KEY: Sample: "people." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Sample: "people." The word 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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was people true."

I CAN I can edit the spelling of high-frequency words myself.



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

⌚ ~4 min

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

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

"Read this one: 'It was people true.' Fix the spelling in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "It was people true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was people true." The high-frequency word is corrected.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

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



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

⌚ ~5 min

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

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

"Explain how you knew the correct spelling. Then check a word in your own writing."

▶ *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: Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **spelling 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	Before: “peaple” → After: “ people ” <i>High-frequency words are spelled from memory and checked every time.</i>
MY OWN EXAMPLE: <i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 8 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, → After: “people”
High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

“people” is spelled wrong; the correct spelling is people.



CHOOSE
Tuesday

“people” is the correct spelling.



SHOW
Wednesday

Sample: “people.” The word is now spelled correctly.



OWN
Thursday

Sample: “It was people true.” The high-frequency word is corrected.



DEFEND
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

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, “peaple” is spelled wrong; the correct spelling is people. Emergent, “people” is the correct spelling. Visible, Sample: “people.” The word is now spelled correctly. Independent, Sample: “It was people true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

ANSWER KEY: “peaple” is spelled wrong; the correct spelling is people. · “people” is the correct spelling. · Sample: “people.” The word is now spelled correctly. · Sample: “It was people true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The change was people important to the people.

What change should be made in sentence 1?

- A Change people to people
- B Change change to changes
- C Delete the word people
- 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 change was people important to the people. 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)(xxxv) · Spelling High-Frequency Words · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change people to people

WHY THIS IS CORRECT

“people” is a misspelled high-frequency word, so change it to the correct spelling “people.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change change to changes” changes a word that is already correct, “Delete the word people” removes a word the sentence needs, and the sentence does need the 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 people to people. “people” is a misspelled high-frequency word, so change it to the correct spelling “people.””

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

““Change change to changes” changes a word that is already correct, “Delete the word people” removes a word the sentence needs, and the sentence does need the fix, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change people to people

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 8 of 36 • Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.
 A singular subject takes a singular verb: **The panel makes**, not The panel make.
 A complete simple sentence has a subject (who or what) and a verb (the action).

KEY IDEA

Subject = SUN (a naming word).
Verb = RAINDROP (an action word).
 The sun and the raindrop must agree.

WHERE IT APPEARS: “The Energy We Use Everyday”, a sentence with a subject and a verb.

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

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

⌚ ~2 min

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

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

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

“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including 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: subject-verb agreement, see the standard and the five-day roadmap above.

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

(11)(D)(i) • Subject-Verb Agreement • Sheet 9 of 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

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

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

"The panel makes."

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

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Grade 4 • Cluster 2 • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

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

"Read this with me: 'The panel makes.'"

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

ANSWER KEY: The subject is The panel and the verb is makes.

(11)(D)(i) • Subject-Verb Agreement • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is The panel and the verb is makes.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Choose the verb that agrees.

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

"The panel (makes / make)."

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

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Grade 4 • Cluster 2 • 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. With support, choose the verb form that matches the subject."

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

"Read this with me: 'The panel (makes / make).'"

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

ANSWER KEY: "makes" agrees with the singular subject The panel.

(11)(D)(i) • Subject-Verb Agreement • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "makes" agrees with the singular subject The panel.

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 subject-verb agreement"

Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The panel make."

I CAN I can show how to make a subject and verb agree.

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Grade 4 • Cluster 2 • Module 1 • 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. Rewrite the sentence so the subject and verb agree. Show the before and the after."

"Read this with me: Before: 'The panel make.'"

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

ANSWER KEY: Sample: "The panel makes." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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, Sample: "The panel makes."
The singular subject takes the singular verb.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The panels makes."

I CAN I can edit subject-verb agreement myself.



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

🕒 ~4 min

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

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

"Read this one: 'The panels makes.' Fix the subject-verb agreement in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "The panels make." The plural subject takes the plural verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The panels make." The plural subject takes the plural verb.

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 subject-verb agreement"

Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

Explain how you made the subject and verb agree. Then check a sentence in your own writing.

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



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

🕒 ~5 min

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

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

"Explain how you made the subject and verb agree. Then check a sentence in your own writing."

▶ *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: Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • Sheet 9 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	"The panel makes ." <i>The panel (singular subject) matches makes (the verb).</i>
MY OWN EXAMPLE: <i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 9 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 panel (singular subject) matches makes (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

The subject is The panel and the verb is makes.



CHOOSE
Tuesday

“makes” agrees with the singular subject The panel.



SHOW
Wednesday

Sample: “The panel makes.” The singular subject takes the singular verb.



OWN
Thursday

Sample: “The panels make.” The plural subject takes the plural verb.



DEFEND
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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 The panel and the verb is makes. Emergent, “makes” agrees with the singular subject The panel. Visible, Sample: “The panel makes.” The singular subject takes the singular verb. Independent, Sample: “The panels make.” The plural subject takes the plural verb. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

ANSWER KEY: The subject is The panel and the verb is makes. · “makes” agrees with the singular subject The panel. · Sample: “The panel makes.” The singular subject takes the singular verb. · Sample: “The panels make.” The plural subject takes the plural verb. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The panel make electricity.

What change should be made in sentence 1?

A Change make to makes

B Change panel to panels

C Delete the word make

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 panel make electricity. Now, what change should be made in sentence 1?”

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

NOTE: Revealed on the next slide.

(11)(D)(i) · Subject-Verb Agreement · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change make to makes

WHY THIS IS CORRECT

The singular subject needs the singular verb, so “make” should be changed to “makes.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change panel to panels” would break the agreement, “Delete the word make” removes the action the sentence needs, and the sentence does need a change, 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 make to makes. The singular subject needs the singular verb, so “make” should be changed to “makes.””

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

““Change panel to panels” would break the agreement, “Delete the word make” removes the action the sentence needs, and the sentence does need a change, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change make to makes

(11)(D)(i) · Subject-Verb Agreement · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.
One is singular: **resource**. More than one is plural: **resources**.
Most nouns add s or es to become plural.

SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.
Add s or es to make most nouns plural.

WHERE IT APPEARS: “The Energy We Use Everyday”, a noun that names one or more than one.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular and 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 singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and 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: singular and plural nouns, see the standard and the five-day roadmap above.

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

(11)(D)(vii) • Singular and Plural Nouns • Sheet 10 of 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The resource was there."

I CAN I recognize whether a noun is singular or plural.

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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. Singular or plural? Read the sentence. Decide if the noun names one or more than one."

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

"Read this with me: 'The resource was there.'"

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

ANSWER KEY: "resource" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "resource" names one, so it is singular.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the correct form.

With support, choose the singular or plural form that fits.

"Three (resource / resources) were there."

I CAN I can choose the correct noun form, with support.

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Grade 4 • Cluster 2 • 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. With support, choose the singular or plural form that fits."

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

"Read this with me: 'Three (resource / resources) were there.'"

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

ANSWER KEY: "resources" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "resources" is the plural form, for more than one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many resource."

I CAN I can show how to fix a singular or plural noun.

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Grade 4 • Cluster 2 • 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. Rewrite the sentence with the correct noun form. Show the before and the after."

"Read this with me: Before: 'Many resource.'"

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

ANSWER KEY: Sample: "Many resources." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, Sample: "Many resources."
The plural form fits more than one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two resource."

I CAN I can edit singular and plural nouns myself.



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

🕒 ~4 min

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

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

"Read this one: 'I saw two resource.' Fix the noun form in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "I saw two resources." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two resources." The noun is plural because there are two.

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 and plural nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun should be singular or plural. Then check a noun in your own writing.

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



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

⌚ ~5 min

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

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

"Explain why the noun should be singular or plural. Then check a noun in your own writing."

▶ *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: Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including singular and plural nouns	“One resource became many resources .” <i>resource names one; resources names more than one.</i>
MY OWN EXAMPLE: <i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 10 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, resource names one; resources names more than one.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

“resource” names one, so it is singular.



CHOOSE
Tuesday

“resources” is the plural form, for more than one.



SHOW
Wednesday

Sample: “Many resources.” The plural form fits more than one.



OWN
Thursday

Sample: “I saw two resources.” The noun is plural because there are two.



DEFEND
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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, “resource” names one, so it is singular. Emergent, “resources” is the plural form, for more than one. Visible, Sample: “Many resources.” The plural form fits more than one. Independent, Sample: “I saw two resources.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

ANSWER KEY: “resource” names one, so it is singular. · “resources” is the plural form, for more than one. · Sample: “Many resources.” The plural form fits more than one. · Sample: “I saw two resources.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) I counted three resource in the picture.

What change should be made in sentence 1?

A Change resource to resources

B Delete the word resource

C Capitalize 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: I counted three resource in the picture. Now, what change should be made in sentence 1?”

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

NOTE: Revealed on the next slide.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change resource to resources

WHY THIS IS CORRECT

The word “three” means more than one, so “resource” should be changed to the plural “resources.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Delete the word resource” removes a word the sentence needs, “Capitalize resource” is wrong because it is a common noun, and the sentence does need the plural, 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 resource to resources. The word “three” means more than one, so “resource” should be changed to the plural “resources.””

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

““Delete the word resource” removes a word the sentence needs, “Capitalize resource” is wrong because it is a common noun, and the sentence does need the plural, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change resource to resources

(11)(D)(vii) • Singular and Plural Nouns • Sheet 10 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **explorer**. A proper noun names a specific one: **Columbus**.

A proper noun always begins with a capital letter.

SENTENCE WEATHER

**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

WHERE IT APPEARS: “The Energy We Use Everyday”, a common noun and a proper noun.

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common and 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 common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and 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: common and proper nouns, see the standard and the five-day roadmap above.

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

(11)(D)(ix) • Common and Proper Nouns • Sheet 11 of 36 • Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

"The explorer was important."

I CAN I recognize a common noun and a proper noun.

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Grade 4 • Cluster 2 • 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. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."

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

"Read this with me: 'The explorer was important.'"

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

ANSWER KEY: "explorer" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "explorer" names any one, so it is a common noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and 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 common and proper nouns"

Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"(columbus / Columbus) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 4 • Cluster 2 • 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. With support, choose the noun written with the correct capital letter."

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

"Read this with me: '(columbus / Columbus) was important.'"

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

ANSWER KEY: "Columbus" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Columbus" names a specific one, so it is proper and is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "columbus was important."

I CAN I can show how to capitalize a proper noun.

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Grade 4 • Cluster 2 • 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. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."

"Read this with me: Before: 'columbus was important.'"

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

ANSWER KEY: Sample: "Columbus was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, Sample: "Columbus was important." The proper noun is capitalized.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about columbus."

I CAN I can edit common and proper nouns myself.



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

🕒 ~4 min

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

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

"Read this one: 'We read about columbus.' Fix the capitalization in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "We read about Columbus." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Columbus." The proper noun keeps its capital letter.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun is common or proper. Then check a noun in your own writing.

I CAN I can evaluate common and proper nouns and transfer it to my own writing.



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

⌚ ~5 min

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

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

"Explain why the noun is common or proper. Then check a noun in your own writing."

► *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: Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • Sheet 11 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including common and proper nouns	“A explorer can be any one, but Columbus names a specific one.” <i>explorer is common; Columbus is proper and is capitalized.</i>
MY OWN EXAMPLE: <i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 11 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, explorer is common; Columbus is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

“explorer” names any one, so it is a common noun.



CHOOSE
Tuesday

“Columbus” names a specific one, so it is proper and is capitalized.



SHOW
Wednesday

Sample: “Columbus was important.” The proper noun is capitalized.



OWN
Thursday

Sample: “We read about Columbus.” The proper noun keeps its capital letter.



DEFEND
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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, “explorer” names any one, so it is a common noun. Emergent, “Columbus” names a specific one, so it is proper and is capitalized. Visible, Sample: “Columbus was important.” The proper noun is capitalized. Independent, Sample: “We read about Columbus.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

ANSWER KEY: “explorer” names any one, so it is a common noun. · “Columbus” names a specific one, so it is proper and is capitalized. · Sample: “Columbus was important.” The proper noun is capitalized. · Sample: “We read about Columbus.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) We learned about columbus in class.

What change should be made in sentence 1?

- A Change columbus to Columbus
- B Change sailed to sail
- C Delete the word columbus
- 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: We learned about columbus in class. Now, what change should be made in sentence 1?”

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

NOTE: Revealed on the next slide.

(11)(D)(ix) · Common and Proper Nouns · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change columbus to Columbus

WHY THIS IS CORRECT

“Columbus” is a proper noun that names a specific one, so it must be capitalized: change “columbus” to “Columbus.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change sailed to sail” changes a word that is already correct, “Delete the word columbus” removes a word the sentence needs, and the sentence does need the capital, 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 columbus to Columbus. “Columbus” is a proper noun that names a specific one, so it must be capitalized: change “columbus” to “Columbus.””

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

““Change sailed to sail” changes a word that is already correct, “Delete the word columbus” removes a word the sentence needs, and the sentence does need the capital, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change columbus to Columbus

(11)(D)(ix) · Common and Proper Nouns · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.
These are words we use often, like **different**.
I spell them from memory and check them every time.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often.
Spell them from memory and check them every time.

WHERE IT APPEARS: “The Energy We Use Everyday”, a high-frequency word to spell 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.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 12 of 36 •
Cluster 2



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was "diffrent" important."

I CAN I recognize a misspelled high-frequency word.

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Grade 4 • Cluster 2 • 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. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."

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

"Read this with me: 'The idea was 'diffrent' important.'"

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

ANSWER KEY: "diffrent" is spelled wrong; the correct spelling is different.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "diffrent" is spelled wrong; the correct spelling is different.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

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

Choose the correct spelling.

With support, choose the correct spelling.

"(diffrent / different)"

I CAN I can choose the correct spelling, with support.

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Grade 4 • Cluster 2 • 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. With support, choose the correct spelling."

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

"Read this with me: '(diffrent / different)'"

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

ANSWER KEY: "different" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 12 of 36 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "different" 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"

Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "diffrent"

I CAN I can show how to correct a spelling.



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. Rewrite the word with the correct spelling. Show the before and the after."

"Read this with me: Before: 'diffrent'"

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

ANSWER KEY: Sample: "different." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 12 of 36 •
Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "different." The word 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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was diffrent true."

I CAN I can edit the spelling of high-frequency words myself.



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

🕒 ~4 min

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

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

"Read this one: 'It was diffrent true.' Fix the spelling in this sentence yourself, no word bank."

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

ANSWER KEY: Sample: "It was different true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was different true." The high-frequency word is corrected.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

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



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

⌚ ~5 min

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

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

"Explain how you knew the correct spelling. Then check a word in your own writing."

► *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: Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 12 of 36 •
Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Complete the **spelling 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	Before: “diffrent” → After: “ different ” <i>High-frequency words are spelled from memory and checked every time.</i>
MY OWN EXAMPLE: <i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 12 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, → After: “different” High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



NOTICE
Monday

“diffrent” is spelled wrong; the correct spelling is different.



CHOOSE
Tuesday

“different” is the correct spelling.



SHOW
Wednesday

Sample: “different.” The word is now spelled correctly.



OWN
Thursday

Sample: “It was different true.” The high-frequency word is corrected.



DEFEND
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

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, “diffrent” is spelled wrong; the correct spelling is different. Emergent, “different” is the correct spelling. Visible, Sample: “different.” The word is now spelled correctly. Independent, Sample: “It was different true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

ANSWER KEY: “diffrent” is spelled wrong; the correct spelling is different. · “different” is the correct spelling. · Sample: “different.” The word is now spelled correctly. · Sample: “It was different true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The change was diffrent important to the people.

What change should be made in sentence 1?

A Change diffrent to different

B Change change to changes

C Delete the word diffrent

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 change was diffrent important to the people. 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)(xxxv) · Spelling High-Frequency Words · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Correct answer: A Change diffrent to different

WHY THIS IS CORRECT

“diffrent” is a misspelled high-frequency word, so change it to the correct spelling “different.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change change to changes” changes a word that is already correct, “Delete the word diffrent” removes a word the sentence needs, and the sentence does need the 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 diffrent to different. “diffrent” is a misspelled high-frequency word, so change it to the correct spelling “different.””

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

““Change change to changes” changes a word that is already correct, “Delete the word diffrent” removes a word the sentence needs, and the sentence does need the fix, so “Make no change” is wrong.”

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

ANSWER KEY: A, Change diffrent to different

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.

A singular subject takes a singular verb: **The leader decides**, not The leader decide.

A complete simple sentence has a subject (who or what) and a verb (the action).

KEY IDEA

Subject = SUN (a naming word).

Verb = RAINDROP (an action word).

The sun and the raindrop must agree.

WHERE IT APPEARS: “A Lone Star Choice”, a sentence with a subject and a verb.

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

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

🕒 ~2 min

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

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

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

“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including 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: subject-verb agreement, see the standard and the five-day roadmap above.

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

(11)(D)(i) • Subject-Verb Agreement • Sheet 13 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

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

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

"The leader decides."

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

The Writing Academy®, LLC



Grade 4 • Cluster 3 • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

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

"Read this with me: 'The leader decides.'"

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

ANSWER KEY: The subject is The leader and the verb is decides.

(11)(D)(i) • Subject-Verb Agreement • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is The leader and the verb is decides.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The leader (decides / decide)."

I CAN I can choose the verb that agrees with the subject, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 3 • 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. With support, choose the verb form that matches the subject."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The leader (decides / decide).'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "decides" agrees with the singular subject The leader.

(11)(D)(i) • Subject-Verb Agreement • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "decides" agrees with the singular subject The leader.

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 subject-verb agreement"

Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The leader decide."

I CAN I can show how to make a subject and verb agree.

The Writing Academy®, LLC



Grade 4 • Cluster 3 • Module 1 • 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. Rewrite the sentence so the subject and verb agree. Show the before and the after."

"Read this with me: Before: 'The leader decide.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "The leader decides." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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, Sample: "The leader decides." The singular subject takes the singular verb.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The leaders decides."

I CAN I can edit subject-verb agreement myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'The leaders decides.' Fix the subject-verb agreement in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The leaders decide." The plural subject takes the plural verb.

(11)(D)(i) • Subject-Verb Agreement • 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 decide." The plural subject takes the plural verb.

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 subject-verb agreement"

Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

Explain how you made the subject and verb agree. Then check a sentence in your own writing.

I CAN I can evaluate agreement and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you made the subject and verb agree. Then check a sentence in your own writing."

▶ *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: Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • Sheet 13 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	“The leader decides .” <i>The leader (singular subject) matches decides (the verb).</i>
MY OWN EXAMPLE: <i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 13 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 leader (singular subject) matches decides (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The subject is The leader and the verb is decides.



CHOOSE
Tuesday

“decides” agrees with the singular subject The leader.



SHOW
Wednesday

Sample: “The leader decides.” The singular subject takes the singular verb.



OWN
Thursday

Sample: “The leaders decide.” The plural subject takes the plural verb.



DEFEND
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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 The leader and the verb is decides. Emergent, “decides” agrees with the singular subject The leader. Visible, Sample: “The leader decides.” The singular subject takes the singular verb. Independent, Sample: “The leaders decide.” The plural subject takes the plural verb. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

ANSWER KEY: The subject is The leader and the verb is decides. · “decides” agrees with the singular subject The leader. · Sample: “The leader decides.” The singular subject takes the singular verb. · Sample: “The leaders decide.” The plural subject takes the plural verb. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The leader decide the plan.

What change should be made in sentence 1?

A Change decide to decides

B Change leader to leaders

C Delete the word decide

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 leader decide the plan. 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)(i) · Subject-Verb Agreement · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change decide to decides

WHY THIS IS CORRECT

The singular subject needs the singular verb, so “decide” should be changed to “decides.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change leader to leaders” would break the agreement, “Delete the word decide” removes the action the sentence needs, and the sentence does need a change, 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 decide to decides. The singular subject needs the singular verb, so “decide” should be changed to “decides.””

▶ *Walk through why the other choices are traps.*

““Change leader to leaders” would break the agreement, “Delete the word decide” removes the action the sentence needs, and the sentence does need a change, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change decide to decides

(11)(D)(i) · Subject-Verb Agreement · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including singular and plural nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.
One is singular: **state**. More than one is plural: **states**.
Most nouns add s or es to become plural.

SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.
Add s or es to make most nouns plural.

WHERE IT APPEARS: “A Lone Star Choice”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular and 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 singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and 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: singular and plural nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 14 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The state was there."

I CAN I recognize whether a noun is singular or plural.

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Grade 4 • Cluster 3 • 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. Singular or plural? Read the sentence. Decide if the noun names one or more than one."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The state was there.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "state" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "state" names one, so it is singular.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Choose the correct form.

With support, choose the singular or plural form that fits.

"Three (state / states) were there."

I CAN I can choose the correct noun form, with support.

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Grade 4 • Cluster 3 • 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. With support, choose the singular or plural form that fits."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Three (state / states) were there.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "states" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "states" is the plural form, for more than one.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many state."

I CAN I can show how to fix a singular or plural noun.

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Grade 4 • Cluster 3 • 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. Rewrite the sentence with the correct noun form. Show the before and the after."

"Read this with me: Before: 'Many state.'"

▶ Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Many states." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Many states." The plural form fits more than one.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two state."

I CAN I can edit singular and plural nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'I saw two state.' Fix the noun form in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "I saw two states." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 14 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "I saw two states." The noun is plural because there are two.

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 and plural nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun should be singular or plural. Then check a noun in your own writing.

I CAN I can evaluate noun forms and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun should be singular or plural. Then check a noun in your own writing."

▶ *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: Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including singular and plural nouns	“One state became many states .” <i>state names one; states names more than one.</i>
MY OWN EXAMPLE: <i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 14 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, state names one; states names more than one.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“state” names one, so it is singular.



CHOOSE
Tuesday

“states” is the plural form, for more than one.



SHOW
Wednesday

Sample: “Many states.” The plural form fits more than one.



OWN
Thursday

Sample: “I saw two states.” The noun is plural because there are two.



DEFEND
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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, “state” names one, so it is singular. Emergent, “states” is the plural form, for more than one. Visible, Sample: “Many states.” The plural form fits more than one. Independent, Sample: “I saw two states.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

ANSWER KEY: “state” names one, so it is singular. · “states” is the plural form, for more than one. · Sample: “Many states.” The plural form fits more than one. · Sample: “I saw two states.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) I counted three state in the picture.

What change should be made in sentence 1?

A Change state to states

B Delete the word state

C Capitalize state

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: I counted three state in the picture. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change state to states

WHY THIS IS CORRECT

The word “three” means more than one, so “state” should be changed to the plural “states.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Delete the word state” removes a word the sentence needs, “Capitalize state” is wrong because it is a common noun, and the sentence does need the plural, 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 state to states. The word “three” means more than one, so “state” should be changed to the plural “states.””

▶ *Walk through why the other choices are traps.*

““Delete the word state” removes a word the sentence needs, “Capitalize state” is wrong because it is a common noun, and the sentence does need the plural, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change state to states

(11)(D)(vii) · Singular and Plural Nouns · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including common and proper nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **republic**. A proper noun names a specific one: **Texas**.

A proper noun always begins with a capital letter.

SENTENCE WEATHER



Noun = SUN.

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

WHERE IT APPEARS: “A Lone Star Choice”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common and 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 common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and 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: common and proper nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 15 of 36 • Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

"The republic was important."

I CAN I recognize a common noun and a proper noun.

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Grade 4 • Cluster 3 • 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. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The republic was important.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "republic" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "republic" names any one, so it is a common noun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and 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 common and proper nouns"

Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"(texas / Texas) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 4 • Cluster 3 • 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. With support, choose the noun written with the correct capital letter."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: '(texas / Texas) was important.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "Texas" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Texas" names a specific one, so it is proper and is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "texas was important."

I CAN I can show how to capitalize a proper noun.



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. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."

"Read this with me: Before: 'texas was important.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Texas was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, Sample: "Texas was important." The proper noun is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about texas."

I CAN I can edit common and proper nouns myself.

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Grade 4 • Cluster 3 • Module 3 • 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: 'We read about texas.' Fix the capitalization in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "We read about Texas." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Texas." The proper noun keeps its capital letter.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun is common or proper. Then check a noun in your own writing.

I CAN I can evaluate common and proper nouns and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun is common or proper. Then check a noun in your own writing."

▶ *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: Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including common and proper nouns	"A republic can be any one, but Texas names a specific one." <i>republic is common; Texas is proper and is capitalized.</i>
MY OWN EXAMPLE: <i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 15 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, republic is common; Texas is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“republic” names any one, so it is a common noun.



CHOOSE
Tuesday

“Texas” names a specific one, so it is proper and is capitalized.



SHOW
Wednesday

Sample: “Texas was important.” The proper noun is capitalized.



OWN
Thursday

Sample: “We read about Texas.” The proper noun keeps its capital letter.



DEFEND
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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, “republic” names any one, so it is a common noun. Emergent, “Texas” names a specific one, so it is proper and is capitalized. Visible, Sample: “Texas was important.” The proper noun is capitalized. Independent, Sample: “We read about Texas.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

ANSWER KEY: “republic” names any one, so it is a common noun. · “Texas” names a specific one, so it is proper and is capitalized. · Sample: “Texas was important.” The proper noun is capitalized. · Sample: “We read about Texas.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) We learned about texas in class.

What change should be made in sentence 1?

A Change texas to Texas

B Change joined to join

C Delete the word texas

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: We learned about texas in class. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(ix) · Common and Proper Nouns · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change texas to Texas

WHY THIS IS CORRECT

"Texas" is a proper noun that names a specific one, so it must be capitalized: change "texas" to "Texas."

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

"Change joined to join" changes a word that is already correct, "Delete the word texas" removes a word the sentence needs, and the sentence does need the capital, 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 texas to Texas. "Texas" is a proper noun that names a specific one, so it must be capitalized: change "texas" to "Texas.""

▶ *Walk through why the other choices are traps.*

"Change joined to join" changes a word that is already correct, "Delete the word texas" removes a word the sentence needs, and the sentence does need the capital, so "Make no change" is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change texas to Texas

(11)(D)(ix) · Common and Proper Nouns · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including correct spelling of high-frequency words”

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.
These are words we use often, like **because**.
I spell them from memory and check them every time.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often.
Spell them from memory and check them every time.

WHERE IT APPEARS: “A Lone Star Choice”, a high-frequency word to spell 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.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 16 of 36 •
Cluster 3



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was "becuse" important."

I CAN I recognize a misspelled high-frequency word.

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. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The idea was 'becuse' important.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "becuse" is spelled wrong; the correct spelling is because.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "becuse" is spelled wrong; the correct spelling is because.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.



TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Choose the correct spelling.

With support, choose the correct spelling.

"(becuse / because)"

I CAN I can choose the correct spelling, with support.

The Writing Academy®, LLC



Grade 4 • Cluster 3 • 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. With support, choose the correct spelling."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: '(becuse / because)'"

▶ 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 16 of 36 •
Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "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"

Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "becuse"

I CAN I can show how to correct a spelling.

The Writing Academy®, LLC



Grade 4 • Cluster 3 • 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. Rewrite the word with the correct spelling. Show the before and the after."

"Read this with me: Before: 'becuse'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "because." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Sample: "because." The word 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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was becuse true."

I CAN I can edit the spelling of high-frequency words myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'It was becuse true.' Fix the spelling in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "It was because true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 16 of 36 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "It was because true." The high-frequency word is corrected.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

I CAN I can evaluate spelling and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you knew the correct spelling. Then check a word in your own writing."

▶ *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: Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 16 of 36 •
Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **spelling 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	Before: "becuse" → After: " because " <i>High-frequency words are spelled from memory and checked every time.</i>
MY OWN EXAMPLE: <i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 16 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, → After: "because" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

"becuse" is spelled wrong; the correct spelling is because.



CHOOSE
Tuesday

"because" is the correct spelling.



SHOW
Wednesday

Sample: "because." The word is now spelled correctly.



OWN
Thursday

Sample: "It was because true." The high-frequency word is corrected.



DEFEND
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

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, "becuse" is spelled wrong; the correct spelling is because. Emergent, "because" is the correct spelling. Visible, Sample: "because." The word is now spelled correctly. Independent, Sample: "It was because true." The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

ANSWER KEY: "becuse" is spelled wrong; the correct spelling is because. · "because" is the correct spelling. · Sample: "because." The word is now spelled correctly. · Sample: "It was because true." The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The change was becuse important to the people.

What change should be made in sentence 1?

- A Change becuse to because
- B Change change to changes
- C Delete the word becuse
- 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 change was becuse important to the people. 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)(xxxv) · Spelling High-Frequency Words · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change becuse to because

WHY THIS IS CORRECT

“becuse” is a misspelled high-frequency word, so change it to the correct spelling “because.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change change to changes” changes a word that is already correct, “Delete the word becuse” removes a word the sentence needs, and the sentence does need the 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 becuse to because. “becuse” is a misspelled high-frequency word, so change it to the correct spelling “because.””

▶ *Walk through why the other choices are traps.*

““Change change to changes” changes a word that is already correct, “Delete the word becuse” removes a word the sentence needs, and the sentence does need the fix, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change becuse to because

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.
 A singular subject takes a singular verb: **The trader travels**, not The trader travel.
 A complete simple sentence has a subject (who or what) and a verb (the action).

KEY IDEA

Subject = SUN (a naming word).
Verb = RAINDROP (an action word).
 The sun and the raindrop must agree.

WHERE IT APPEARS: “The Wealth of Mansa Musa”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including 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: subject-verb agreement, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 17 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"The trader travels."

I CAN I recognize the subject and the verb in a simple sentence.

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Grade 4 • Cluster 4 • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The trader travels.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The subject is The trader and the verb is travels.

(11)(D)(i) • Subject-Verb Agreement • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is The trader and the verb is travels.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The trader (travels / travel)."

I CAN I can choose the verb that agrees with the subject, with support.

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Grade 4 • Cluster 4 • 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. With support, choose the verb form that matches the subject."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The trader (travels / travel).'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "travels" agrees with the singular subject The trader.

(11)(D)(i) • Subject-Verb Agreement • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "travels" agrees with the singular subject The trader.

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 subject-verb agreement"

Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The trader travel."

I CAN I can show how to make a subject and verb agree.

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Grade 4 • Cluster 4 • Module 1 • 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. Rewrite the sentence so the subject and verb agree. Show the before and the after."

"Read this with me: Before: 'The trader travel.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "The trader travels." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • Sheet 17 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The trader travels." The singular subject takes the singular verb.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The traders travels."

I CAN I can edit subject-verb agreement myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'The traders travels.' Fix the subject-verb agreement in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The traders travel." The plural subject takes the plural verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The traders travel." The plural subject takes the plural verb.

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 subject-verb agreement"

Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

Explain how you made the subject and verb agree. Then check a sentence in your own writing.

I CAN I can evaluate agreement and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you made the subject and verb agree. Then check a sentence in your own writing."

▶ *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: Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	“The trader travels .” <i>The trader (singular subject) matches travels (the verb).</i>
MY OWN EXAMPLE: <i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 17 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 trader (singular subject) matches travels (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

The subject is The trader and the verb is travels.



CHOOSE

Tuesday

“travels” agrees with the singular subject The trader.



SHOW

Wednesday

Sample: “The trader travels.” The singular subject takes the singular verb.



OWN

Thursday

Sample: “The traders travel.” The plural subject takes the plural verb.



DEFEND

Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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 The trader and the verb is travels. Emergent, “travels” agrees with the singular subject The trader. Visible, Sample: “The trader travels.” The singular subject takes the singular verb. Independent, Sample: “The traders travel.” The plural subject takes the plural verb. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

ANSWER KEY: The subject is The trader and the verb is travels. · “travels” agrees with the singular subject The trader. · Sample: “The trader travels.” The singular subject takes the singular verb. · Sample: “The traders travel.” The plural subject takes the plural verb. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The trader travel far.

What change should be made in sentence 1?

A Change travel to travels

B Change trader to traders

C Delete the word travel

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 trader travel far. 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)(i) · Subject-Verb Agreement · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change travel to travels

WHY THIS IS CORRECT

The singular subject needs the singular verb, so “travel” should be changed to “travels.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change trader to traders” would break the agreement, “Delete the word travel” removes the action the sentence needs, and the sentence does need a change, 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 travel to travels. The singular subject needs the singular verb, so “travel” should be changed to “travels.””

▶ *Walk through why the other choices are traps.*

““Change trader to traders” would break the agreement, “Delete the word travel” removes the action the sentence needs, and the sentence does need a change, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change travel to travels

(11)(D)(i) · Subject-Verb Agreement · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including singular and plural nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.
One is singular: **region**. More than one is plural: **regions**.
Most nouns add s or es to become plural.

SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.
Add s or es to make most nouns plural.

WHERE IT APPEARS: “The Wealth of Mansa Musa”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular and 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 singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and 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: singular and plural nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 18 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The region was there."

I CAN I recognize whether a noun is singular or plural.

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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. Singular or plural? Read the sentence. Decide if the noun names one or more than one."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The region was there.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "region" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "region" names one, so it is singular.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Choose the correct form.

With support, choose the singular or plural form that fits.

"Three (region / regions) were there."

I CAN I can choose the correct noun form, with support.

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Grade 4 • Cluster 4 • 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. With support, choose the singular or plural form that fits."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Three (region / regions) were there.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "regions" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "regions" is the plural form, for more than one.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many region."

I CAN I can show how to fix a singular or plural noun.

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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. Rewrite the sentence with the correct noun form. Show the before and the after."

"Read this with me: Before: 'Many region.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Many regions." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, Sample: "Many regions." The plural form fits more than one.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two region."

I CAN I can edit singular and plural nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'I saw two region.' Fix the noun form in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "I saw two regions." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two regions." The noun is plural because there are two.

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 and plural nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun should be singular or plural. Then check a noun in your own writing.

I CAN I can evaluate noun forms and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun should be singular or plural. Then check a noun in your own writing."

▶ *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: Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including singular and plural nouns	“One region became many regions .” <i>region names one; regions names more than one.</i>
MY OWN EXAMPLE: <i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 18 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, region names one; regions names more than one.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“region” names one, so it is singular.



CHOOSE
Tuesday

“regions” is the plural form, for more than one.



SHOW
Wednesday

Sample: “Many regions.” The plural form fits more than one.



OWN
Thursday

Sample: “I saw two regions.” The noun is plural because there are two.



DEFEND
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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, “region” names one, so it is singular. Emergent, “regions” is the plural form, for more than one. Visible, Sample: “Many regions.” The plural form fits more than one. Independent, Sample: “I saw two regions.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

ANSWER KEY: “region” names one, so it is singular. · “regions” is the plural form, for more than one. · Sample: “Many regions.” The plural form fits more than one. · Sample: “I saw two regions.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) I counted three region in the picture.

What change should be made in sentence 1?

A Change region to regions

B Delete the word region

C Capitalize region

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: I counted three region in the picture. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change region to regions

WHY THIS IS CORRECT

The word “three” means more than one, so “region” should be changed to the plural “regions.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Delete the word region” removes a word the sentence needs, “Capitalize region” is wrong because it is a common noun, and the sentence does need the plural, 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 region to regions. The word “three” means more than one, so “region” should be changed to the plural “regions.”

▶ *Walk through why the other choices are traps.*

““Delete the word region” removes a word the sentence needs, “Capitalize region” is wrong because it is a common noun, and the sentence does need the plural, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change region to regions

(11)(D)(vii) · Singular and Plural Nouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including common and proper nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **kingdom**. A proper noun names a specific one:

Mali.

A proper noun always begins with a capital letter.

SENTENCE WEATHER

**Noun = SUN.**

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

WHERE IT APPEARS: “The Wealth of Mansa Musa”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common and 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 common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and 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: common and proper nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 19 of 36 • Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

"The kingdom was important."

I CAN I recognize a common noun and a proper noun.

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Grade 4 • Cluster 4 • 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. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The kingdom was important.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "kingdom" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "kingdom" names any one, so it is a common noun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and 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 common and proper nouns"

Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"(mali / Mali) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 4 • Cluster 4 • 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. With support, choose the noun written with the correct capital letter."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: '(mali / Mali) was important.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "Mali" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Mali" names a specific one, so it is proper and is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "mali was important."

I CAN I can show how to capitalize a proper noun.



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. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."

"Read this with me: Before: 'mali was important.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Mali was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, Sample: "Mali was important." The proper noun is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about mali."

I CAN I can edit common and proper nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'We read about mali.' Fix the capitalization in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "We read about Mali." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Mali." The proper noun keeps its capital letter.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun is common or proper. Then check a noun in your own writing.

I CAN I can evaluate common and proper nouns and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun is common or proper. Then check a noun in your own writing."

▶ *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: Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including common and proper nouns	"A kingdom can be any one, but Mali names a specific one." <i>kingdom is common; Mali is proper and is capitalized.</i>
MY OWN EXAMPLE: <i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 19 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, kingdom is common; Mali is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“kingdom” names any one, so it is a common noun.



CHOOSE
Tuesday

“Mali” names a specific one, so it is proper and is capitalized.



SHOW
Wednesday

Sample: “Mali was important.” The proper noun is capitalized.



OWN
Thursday

Sample: “We read about Mali.” The proper noun keeps its capital letter.



DEFEND
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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, “kingdom” names any one, so it is a common noun. Emergent, “Mali” names a specific one, so it is proper and is capitalized. Visible, Sample: “Mali was important.” The proper noun is capitalized. Independent, Sample: “We read about Mali.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

ANSWER KEY: “kingdom” names any one, so it is a common noun. · “Mali” names a specific one, so it is proper and is capitalized. · Sample: “Mali was important.” The proper noun is capitalized. · Sample: “We read about Mali.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) We learned about mali in class.

What change should be made in sentence 1?

- A Change mali to Mali
- B Change traded to trade
- C Delete the word mali
- 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: We learned about mali in class. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(ix) · Common and Proper Nouns · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change mali to Mali

WHY THIS IS CORRECT

“Mali” is a proper noun that names a specific one, so it must be capitalized: change “mali” to “Mali.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change traded to trade” changes a word that is already correct, “Delete the word mali” removes a word the sentence needs, and the sentence does need the capital, 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 mali to Mali. “Mali” is a proper noun that names a specific one, so it must be capitalized: change “mali” to “Mali.””

▶ *Walk through why the other choices are traps.*

““Change traded to trade” changes a word that is already correct, “Delete the word mali” removes a word the sentence needs, and the sentence does need the capital, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change mali to Mali

(11)(D)(ix) · Common and Proper Nouns · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including correct spelling of high-frequency words”

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.
These are words we use often, like **through**.
I spell them from memory and check them every time.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often.
Spell them from memory and check them every time.

WHERE IT APPEARS: “The Wealth of Mansa Musa”, a high-frequency word to spell 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.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 20 of 36 •
Cluster 4



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was "thru" important."

I CAN I recognize a misspelled high-frequency word.

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Grade 4 • Cluster 4 • 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. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The idea was 'thru' important.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "thru" is spelled wrong; the correct spelling is through.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "thru" is spelled wrong; the correct spelling is through.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Choose the correct spelling.

With support, choose the correct spelling.

"(thru / through)"

I CAN I can choose the correct spelling, with support.

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Grade 4 • Cluster 4 • 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. With support, choose the correct spelling."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: '(thru / through)'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "through" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "through" 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"

Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "thru"

I CAN I can show how to correct a spelling.

The Writing Academy®, LLC



Grade 4 • Cluster 4 • 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. Rewrite the word with the correct spelling. Show the before and the after."

"Read this with me: Before: 'thru'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "through." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Sample: "through." The word 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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was thru true."

I CAN I can edit the spelling of high-frequency words myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'It was thru true.' Fix the spelling in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "It was through true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was through true." The high-frequency word is corrected.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

I CAN I can evaluate spelling and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you knew the correct spelling. Then check a word in your own writing."

▶ *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: Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **spelling 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	Before: "thru" → After: "through" <i>High-frequency words are spelled from memory and checked every time.</i>
MY OWN EXAMPLE: <i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 20 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, → After: "through" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

"thru" is spelled wrong; the correct spelling is through.



CHOOSE
Tuesday

"through" is the correct spelling.



SHOW
Wednesday

Sample: "through." The word is now spelled correctly.



OWN
Thursday

Sample: "It was through true." The high-frequency word is corrected.



DEFEND
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

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, "thru" is spelled wrong; the correct spelling is through. Emergent, "through" is the correct spelling. Visible, Sample: "through." The word is now spelled correctly. Independent, Sample: "It was through true." The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

ANSWER KEY: "thru" is spelled wrong; the correct spelling is through. • "through" is the correct spelling. • Sample: "through." The word is now spelled correctly. • Sample: "It was through true." The high-frequency word is corrected. • Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 20 of 36 • Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The change was thru important to the people.

What change should be made in sentence 1?

- A Change thru to through
- B Change change to changes
- C Delete the word thru
- 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 change was thru important to the people. 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)(xxxv) · Spelling High-Frequency Words · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change thru to through

WHY THIS IS CORRECT

“thru” is a misspelled high-frequency word, so change it to the correct spelling “through.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change change to changes” changes a word that is already correct, “Delete the word thru” removes a word the sentence needs, and the sentence does need the 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 thru to through. “thru” is a misspelled high-frequency word, so change it to the correct spelling “through.””

▶ *Walk through why the other choices are traps.*

““Change change to changes” changes a word that is already correct, “Delete the word thru” removes a word the sentence needs, and the sentence does need the fix, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change thru to through

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.
 A singular subject takes a singular verb: **The artist paints**, not The artist paint.
 A complete simple sentence has a subject (who or what) and a verb (the action).

KEY IDEA

Subject = SUN (a naming word).
Verb = RAINDROP (an action word).
 The sun and the raindrop must agree.

WHERE IT APPEARS: “Looking Back to Move Forward”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including 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: subject-verb agreement, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"The artist paints."

I CAN I recognize the subject and the verb in a simple sentence.

The Writing Academy®, LLC



Grade 4 • Cluster 5 • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The artist paints.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The subject is The artist and the verb is paints.

(11)(D)(i) • Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is The artist and the verb is paints.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The artist (paints / paint)."

I CAN I can choose the verb that agrees with the subject, with support.

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. With support, choose the verb form that matches the subject."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The artist (paints / paint).'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "paints" agrees with the singular subject The artist.

(11)(D)(i) • Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "paints" agrees with the singular subject The artist.

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 subject-verb agreement"

Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The artist paint."

I CAN I can show how to make a subject and verb agree.

The Writing Academy®, LLC



Grade 4 • Cluster 5 • Module 1 • 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. Rewrite the sentence so the subject and verb agree. Show the before and the after."

"Read this with me: Before: 'The artist paint.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "The artist paints." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task.
Expected: an answer that matches, Sample: "The artist paints."
The singular subject takes the singular verb.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The artists paints."

I CAN I can edit subject-verb agreement myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'The artists paints.' Fix the subject-verb agreement in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The artists paint." The plural subject takes the plural verb.

(11)(D)(i) • Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The artists paint." The plural subject takes the plural verb.

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 subject-verb agreement"

Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

Explain how you made the subject and verb agree. Then check a sentence in your own writing.

I CAN I can evaluate agreement and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you made the subject and verb agree. Then check a sentence in your own writing."

▶ *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: Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • Sheet 21 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	“The artist paints .” <i>The artist (singular subject) matches paints (the verb).</i>
MY OWN EXAMPLE: <i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 21 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 artist (singular subject) matches paints (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The subject is The artist and the verb is paints.



CHOOSE
Tuesday

“paints” agrees with the singular subject The artist.



SHOW
Wednesday

Sample: “The artist paints.” The singular subject takes the singular verb.



OWN
Thursday

Sample: “The artists paint.” The plural subject takes the plural verb.



DEFEND
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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 The artist and the verb is paints. Emergent, “paints” agrees with the singular subject The artist. Visible, Sample: “The artist paints.” The singular subject takes the singular verb. Independent, Sample: “The artists paint.” The plural subject takes the plural verb. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

ANSWER KEY: The subject is The artist and the verb is paints. · “paints” agrees with the singular subject The artist. · Sample: “The artist paints.” The singular subject takes the singular verb. · Sample: “The artists paint.” The plural subject takes the plural verb. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The artist paint a picture.

What change should be made in sentence 1?

- A Change paint to paints
- B Change artist to artists
- C Delete the word paint
- 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 artist paint a picture. 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)(i) · Subject-Verb Agreement · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change paint to paints

WHY THIS IS CORRECT

The singular subject needs the singular verb, so “paint” should be changed to “paints.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change artist to artists” would break the agreement, “Delete the word paint” removes the action the sentence needs, and the sentence does need a change, 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 paint to paints. The singular subject needs the singular verb, so “paint” should be changed to “paints.””

▶ *Walk through why the other choices are traps.*

““Change artist to artists” would break the agreement, “Delete the word paint” removes the action the sentence needs, and the sentence does need a change, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change paint to paints

(11)(D)(i) · Subject-Verb Agreement · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including singular and plural nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.
One is singular: **idea**. More than one is plural: **ideas**.
Most nouns add s or es to become plural.

SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.
Add s or es to make most nouns plural.

WHERE IT APPEARS: “Looking Back to Move Forward”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular and 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 singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and 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: singular and plural nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 22 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The idea was there."

I CAN I recognize whether a noun is singular or plural.

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Grade 4 • Cluster 5 • 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. Singular or plural? Read the sentence. Decide if the noun names one or more than one."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The idea was there.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "idea" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "idea" names one, so it is singular.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Choose the correct form.

With support, choose the singular or plural form that fits.

"Three (idea / ideas) were there."

I CAN I can choose the correct noun form, with support.

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Grade 4 • Cluster 5 • 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. With support, choose the singular or plural form that fits."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Three (idea / ideas) were there.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "ideas" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "ideas" is the plural form, for more than one.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many idea."

I CAN I can show how to fix a singular or plural noun.

The Writing Academy®, LLC



Grade 4 • Cluster 5 • 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. Rewrite the sentence with the correct noun form. Show the before and the after."

"Read this with me: Before: 'Many idea.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Many ideas." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Many ideas." The plural form fits more than one.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two idea."

I CAN I can edit singular and plural nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'I saw two idea.' Fix the noun form in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "I saw two ideas." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "I saw two ideas." The noun is plural because there are two.

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 and plural nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun should be singular or plural. Then check a noun in your own writing.

I CAN I can evaluate noun forms and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun should be singular or plural. Then check a noun in your own writing."

► *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: Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 22 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including singular and plural nouns	"One idea became many ideas ." <i>idea names one; ideas names more than one.</i>
MY OWN EXAMPLE: <i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 22 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, idea names one; ideas names more than one.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“idea” names one, so it is singular.



CHOOSE
Tuesday

“ideas” is the plural form, for more than one.



SHOW
Wednesday

Sample: “Many ideas.” The plural form fits more than one.



OWN
Thursday

Sample: “I saw two ideas.” The noun is plural because there are two.



DEFEND
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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, “idea” names one, so it is singular. Emergent, “ideas” is the plural form, for more than one. Visible, Sample: “Many ideas.” The plural form fits more than one. Independent, Sample: “I saw two ideas.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

ANSWER KEY: “idea” names one, so it is singular. · “ideas” is the plural form, for more than one. · Sample: “Many ideas.” The plural form fits more than one. · Sample: “I saw two ideas.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) I counted three idea in the picture.

What change should be made in sentence 1?

- A Change idea to ideas
- B Delete the word idea
- C Capitalize idea
- 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: I counted three idea in the picture. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(vii) • Singular and Plural Nouns · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change idea to ideas

WHY THIS IS CORRECT

The word “three” means more than one, so “idea” should be changed to the plural “ideas.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Delete the word idea” removes a word the sentence needs, “Capitalize idea” is wrong because it is a common noun, and the sentence does need the plural, 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 idea to ideas. The word “three” means more than one, so “idea” should be changed to the plural “ideas.””

▶ *Walk through why the other choices are traps.*

““Delete the word idea” removes a word the sentence needs, “Capitalize idea” is wrong because it is a common noun, and the sentence does need the plural, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change idea to ideas

(11)(D)(vii) · Singular and Plural Nouns · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including common and proper nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **painter**. A proper noun names a specific one:

Raphael.

A proper noun always begins with a capital letter.

SENTENCE WEATHER



Noun = SUN.

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

WHERE IT APPEARS: “Looking Back to Move Forward”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common and 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 common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and 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: common and proper nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 23 of 36 • Cluster 5



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

"The painter was important."

I CAN I recognize a common noun and a proper noun.

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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. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The painter was important.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "painter" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "painter" names any one, so it is a common noun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and 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 common and proper nouns"

Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"(raphael / Raphael) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 4 • Cluster 5 • 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. With support, choose the noun written with the correct capital letter."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: '(raphael / Raphael) was important.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Raphael" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Raphael" names a specific one, so it is proper and is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "raphael was important."

I CAN I can show how to capitalize a proper noun.



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. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."

"Read this with me: Before: 'raphael was important.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Raphael was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, Sample: "Raphael was important." The proper noun is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about raphael."

I CAN I can edit common and proper nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'We read about raphael.' Fix the capitalization in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "We read about Raphael." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Raphael." The proper noun keeps its capital letter.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun is common or proper. Then check a noun in your own writing.

I CAN I can evaluate common and proper nouns and transfer it to my own writing.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun is common or proper. Then check a noun in your own writing."

▶ *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: Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including common and proper nouns	"A painter can be any one, but Raphael names a specific one." <i>painter is common; Raphael is proper and is capitalized.</i>
MY OWN EXAMPLE: <i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 23 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, painter is common; Raphael is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“painter” names any one, so it is a common noun.



CHOOSE
Tuesday

“Raphael” names a specific one, so it is proper and is capitalized.



SHOW
Wednesday

Sample: “Raphael was important.” The proper noun is capitalized.



OWN
Thursday

Sample: “We read about Raphael.” The proper noun keeps its capital letter.



DEFEND
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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, “painter” names any one, so it is a common noun. Emergent, “Raphael” names a specific one, so it is proper and is capitalized. Visible, Sample: “Raphael was important.” The proper noun is capitalized. Independent, Sample: “We read about Raphael.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

ANSWER KEY: “painter” names any one, so it is a common noun. · “Raphael” names a specific one, so it is proper and is capitalized. · Sample: “Raphael was important.” The proper noun is capitalized. · Sample: “We read about Raphael.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) We learned about raphael in class.

What change should be made in sentence 1?

A Change raphael to Raphael

B Change studied to study

C Delete the word raphael

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: We learned about raphael in class. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(ix) · Common and Proper Nouns · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change raphael to Raphael

WHY THIS IS CORRECT

“Raphael” is a proper noun that names a specific one, so it must be capitalized: change “raphael” to “Raphael.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change studied to study” changes a word that is already correct, “Delete the word raphael” removes a word the sentence needs, and the sentence does need the capital, 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 raphael to Raphael. “Raphael” is a proper noun that names a specific one, so it must be capitalized: change “raphael” to “Raphael.””

▶ *Walk through why the other choices are traps.*

““Change studied to study” changes a word that is already correct, “Delete the word raphael” removes a word the sentence needs, and the sentence does need the capital, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change raphael to Raphael

(11)(D)(ix) · Common and Proper Nouns · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including correct spelling of high-frequency words”

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.
These are words we use often, like **people**.
I spell them from memory and check them every time.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often.
Spell them from memory and check them every time.

WHERE IT APPEARS: “Looking Back to Move Forward”, a high-frequency word to spell 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.



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was "peple" important."

I CAN I recognize a misspelled high-frequency word.

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Grade 4 • Cluster 5 • 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. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The idea was 'peple' important.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "peple" is spelled wrong; the correct spelling is people.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 24 of 36 •
Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "peple" is spelled wrong; the correct spelling is people.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Choose the correct spelling.

With support, choose the correct spelling.

"(peple / people)"

I CAN I can choose the correct spelling, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 5 • 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. With support, choose the correct spelling."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: '(peple / people)'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "people" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "people" 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"

Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "peple"

I CAN I can show how to correct a spelling.



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. Rewrite the word with the correct spelling. Show the before and the after."

"Read this with me: Before: 'peple'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "people." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Sample: "people." The word 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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was peple true."

I CAN I can edit the spelling of high-frequency words myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'It was peple true.' Fix the spelling in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "It was people true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 24 of 36 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "It was people true." The high-frequency word is corrected.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

I CAN I can evaluate spelling and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you knew the correct spelling. Then check a word in your own writing."

▶ *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: Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **spelling 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	Before: "peple" → After: "people" <i>High-frequency words are spelled from memory and checked every time.</i>
MY OWN EXAMPLE: <i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 24 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, → After: "people"
High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“peple” is spelled wrong; the correct spelling is people.



CHOOSE
Tuesday

“people” is the correct spelling.



SHOW
Wednesday

Sample: “people.” The word is now spelled correctly.



OWN
Thursday

Sample: “It was people true.” The high-frequency word is corrected.



DEFEND
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

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, “peple” is spelled wrong; the correct spelling is people. Emergent, “people” is the correct spelling. Visible, Sample: “people.” The word is now spelled correctly. Independent, Sample: “It was people true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

ANSWER KEY: “peple” is spelled wrong; the correct spelling is people. · “people” is the correct spelling. · Sample: “people.” The word is now spelled correctly. · Sample: “It was people true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The change was peple important to the people.

What change should be made in sentence 1?

- A Change peple to people
- B Change change to changes
- C Delete the word peple
- 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 change was peple important to the people. 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)(xxxv) · Spelling High-Frequency Words · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change peple to people

WHY THIS IS CORRECT

“peple” is a misspelled high-frequency word, so change it to the correct spelling “people.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change change to changes” changes a word that is already correct, “Delete the word peple” removes a word the sentence needs, and the sentence does need the 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 peple to people. “peple” is a misspelled high-frequency word, so change it to the correct spelling “people.””

▶ *Walk through why the other choices are traps.*

““Change change to changes” changes a word that is already correct, “Delete the word peple” removes a word the sentence needs, and the sentence does need the fix, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change peple to people

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.
 A singular subject takes a singular verb: **The cloud moves**, not The cloud move.
 A complete simple sentence has a subject (who or what) and a verb (the action).

KEY IDEA

Subject = SUN (a naming word).
Verb = RAINDROP (an action word).
 The sun and the raindrop must agree.

WHERE IT APPEARS: “A Day That Changed”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including 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: subject-verb agreement, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 25 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"The cloud moves."

I CAN I recognize the subject and the verb in a simple sentence.

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Grade 4 • Cluster 6 • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The cloud moves.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The subject is The cloud and the verb is moves.

(11)(D)(i) • Subject-Verb Agreement • 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 subject is The cloud and the verb is moves.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The cloud (moves / move)."

I CAN I can choose the verb that agrees with the subject, with support.

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Grade 4 • Cluster 6 • 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. With support, choose the verb form that matches the subject."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The cloud (moves / move).'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "moves" agrees with the singular subject The cloud.

(11)(D)(i) • Subject-Verb Agreement • 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, "moves" agrees with the singular subject The cloud.

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 subject-verb agreement"

Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The cloud move."

I CAN I can show how to make a subject and verb agree.

The Writing Academy®, LLC



Grade 4 • Cluster 6 • Module 1 • 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. Rewrite the sentence so the subject and verb agree. Show the before and the after."

"Read this with me: Before: 'The cloud move.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "The cloud moves." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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, Sample: "The cloud moves." The singular subject takes the singular verb.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The clouds moves."

I CAN I can edit subject-verb agreement myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'The clouds moves.' Fix the subject-verb agreement in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The clouds move." The plural subject takes the plural verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The clouds move." The plural subject takes the plural verb.

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 subject-verb agreement"

Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

Explain how you made the subject and verb agree. Then check a sentence in your own writing.

I CAN I can evaluate agreement and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you made the subject and verb agree. Then check a sentence in your own writing."

► *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: Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	“The cloud moves .” <i>The cloud (singular subject) matches moves (the verb).</i>
MY OWN EXAMPLE: <i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 25 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 cloud (singular subject) matches moves (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE

Monday

The subject is The cloud and the verb is moves.



CHOOSE

Tuesday

“moves” agrees with the singular subject The cloud.



SHOW

Wednesday

Sample: “The cloud moves.” The singular subject takes the singular verb.



OWN

Thursday

Sample: “The clouds move.” The plural subject takes the plural verb.



DEFEND

Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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 The cloud and the verb is moves. Emergent, “moves” agrees with the singular subject The cloud. Visible, Sample: “The cloud moves.” The singular subject takes the singular verb. Independent, Sample: “The clouds move.” The plural subject takes the plural verb. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

ANSWER KEY: The subject is The cloud and the verb is moves. · “moves” agrees with the singular subject The cloud. · Sample: “The cloud moves.” The singular subject takes the singular verb. · Sample: “The clouds move.” The plural subject takes the plural verb. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The cloud move quickly.

What change should be made in sentence 1?

A Change move to moves

B Change cloud to clouds

C Delete the word move

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 cloud move quickly. 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)(i) · Subject-Verb Agreement · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change move to moves

WHY THIS IS CORRECT

The singular subject needs the singular verb, so “move” should be changed to “moves.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change cloud to clouds” would break the agreement, “Delete the word move” removes the action the sentence needs, and the sentence does need a change, 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 move to moves. The singular subject needs the singular verb, so “move” should be changed to “moves.””

▶ *Walk through why the other choices are traps.*

““Change cloud to clouds” would break the agreement, “Delete the word move” removes the action the sentence needs, and the sentence does need a change, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change move to moves

(11)(D)(i) · Subject-Verb Agreement · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including singular and plural nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.
One is singular: **region**. More than one is plural: **regions**.
Most nouns add s or es to become plural.

SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.
Add s or es to make most nouns plural.

WHERE IT APPEARS: “A Day That Changed”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular and 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 singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and 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: singular and plural nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 26 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The region was there."

I CAN I recognize whether a noun is singular or plural.

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Grade 4 • Cluster 6 • 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. Singular or plural? Read the sentence. Decide if the noun names one or more than one."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The region was there.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "region" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "region" names one, so it is singular.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Choose the correct form.

With support, choose the singular or plural form that fits.

"Three (region / regions) were there."

I CAN I can choose the correct noun form, with support.

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Grade 4 • Cluster 6 • 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. With support, choose the singular or plural form that fits."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Three (region / regions) were there.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "regions" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "regions" is the plural form, for more than one.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many region."

I CAN I can show how to fix a singular or plural noun.



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. Rewrite the sentence with the correct noun form. Show the before and the after."

"Read this with me: Before: 'Many region.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Many regions." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, Sample: "Many regions." The plural form fits more than one.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two region."

I CAN I can edit singular and plural nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'I saw two region.' Fix the noun form in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "I saw two regions." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two regions." The noun is plural because there are two.

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 and plural nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun should be singular or plural. Then check a noun in your own writing.

I CAN I can evaluate noun forms and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun should be singular or plural. Then check a noun in your own writing."

► *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: Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including singular and plural nouns	"One region became many regions ." <i>region names one; regions names more than one.</i>
MY OWN EXAMPLE: <i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 26 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, region names one; regions names more than one.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“region” names one, so it is singular.



CHOOSE
Tuesday

“regions” is the plural form, for more than one.



SHOW
Wednesday

Sample: “Many regions.” The plural form fits more than one.



OWN
Thursday

Sample: “I saw two regions.” The noun is plural because there are two.



DEFEND
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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, “region” names one, so it is singular. Emergent, “regions” is the plural form, for more than one. Visible, Sample: “Many regions.” The plural form fits more than one. Independent, Sample: “I saw two regions.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

ANSWER KEY: “region” names one, so it is singular. · “regions” is the plural form, for more than one. · Sample: “Many regions.” The plural form fits more than one. · Sample: “I saw two regions.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) I counted three region in the picture.

What change should be made in sentence 1?

A Change region to regions

B Delete the word region

C Capitalize region

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: I counted three region in the picture. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change region to regions

WHY THIS IS CORRECT

The word “three” means more than one, so “region” should be changed to the plural “regions.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Delete the word region” removes a word the sentence needs, “Capitalize region” is wrong because it is a common noun, and the sentence does need the plural, 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 region to regions. The word “three” means more than one, so “region” should be changed to the plural “regions.”

▶ *Walk through why the other choices are traps.*

““Delete the word region” removes a word the sentence needs, “Capitalize region” is wrong because it is a common noun, and the sentence does need the plural, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change region to regions

(11)(D)(vii) · Singular and Plural Nouns · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including common and proper nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **plain**. A proper noun names a specific one:

Coastal Plains.

A proper noun always begins with a capital letter.

SENTENCE WEATHER



Noun = SUN.

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

WHERE IT APPEARS: “A Day That Changed”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common and 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 common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and 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: common and proper nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 27 of 36 • Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

"The plain was important."

I CAN I recognize a common noun and a proper noun.

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Grade 4 • Cluster 6 • 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. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The plain was important.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "plain" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "plain" names any one, so it is a common noun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and 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 common and proper nouns"

Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"(coastal plains / Coastal Plains) was important."

I CAN I can choose the correct capitalization, with support.

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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. With support, choose the noun written with the correct capital letter."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: '(coastal plains / Coastal Plains) was important.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Coastal Plains" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Coastal Plains" names a specific one, so it is proper and is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "coastal plains was important."

I CAN I can show how to capitalize a proper noun.

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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. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."

"Read this with me: Before: 'coastal plains was important.'"

▶ Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Coastal Plains was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, Sample: "Coastal Plains was important." The proper noun is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about coastal plains."

I CAN I can edit common and proper nouns myself.

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Grade 4 • Cluster 6 • Module 3 • 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: 'We read about coastal plains.' Fix the capitalization in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "We read about Coastal Plains." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Coastal Plains." The proper noun keeps its capital letter.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun is common or proper. Then check a noun in your own writing.

I CAN I can evaluate common and proper nouns and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun is common or proper. Then check a noun in your own writing."

▶ *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: Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including common and proper nouns	"A plain can be any one, but Coastal Plains names a specific one." <i>plain is common; Coastal Plains is proper and is capitalized.</i>
MY OWN EXAMPLE: <i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 27 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, plain is common; Coastal Plains is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“plain” names any one, so it is a common noun.



CHOOSE
Tuesday

“Coastal Plains” names a specific one, so it is proper and is capitalized.



SHOW
Wednesday

Sample: “Coastal Plains was important.” The proper noun is capitalized.



OWN
Thursday

Sample: “We read about Coastal Plains.” The proper noun keeps its capital letter.



DEFEND
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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, “plain” names any one, so it is a common noun. Emergent, “Coastal Plains” names a specific one, so it is proper and is capitalized. Visible, Sample: “Coastal Plains was important.” The proper noun is capitalized. Independent, Sample: “We read about Coastal Plains.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

ANSWER KEY: “plain” names any one, so it is a common noun. · “Coastal Plains” names a specific one, so it is proper and is capitalized. · Sample: “Coastal Plains was important.” The proper noun is capitalized. · Sample: “We read about Coastal Plains.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) We learned about coastal plains in class.

What change should be made in sentence 1?

A Change coastal plains to Coastal Plains

B Change formed to form

C Delete the word coastal plains

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: We learned about coastal plains in class. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(ix) · Common and Proper Nouns · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change coastal plains to Coastal Plains

WHY THIS IS CORRECT

“Coastal Plains” is a proper noun that names a specific one, so it must be capitalized: change “coastal plains” to “Coastal Plains.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change formed to form” changes a word that is already correct, “Delete the word coastal plains” removes a word the sentence needs, and the sentence does need the capital, 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 coastal plains to Coastal Plains. “Coastal Plains” is a proper noun that names a specific one, so it must be capitalized: change “coastal plains” to “Coastal Plains.””

▶ *Walk through why the other choices are traps.*

““Change formed to form” changes a word that is already correct, “Delete the word coastal plains” removes a word the sentence needs, and the sentence does need the capital, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change coastal plains to Coastal Plains

(11)(D)(ix) · Common and Proper Nouns · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including correct spelling of high-frequency words”

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.
These are words we use often, like **different**.
I spell them from memory and check them every time.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often.
Spell them from memory and check them every time.

WHERE IT APPEARS: “A Day That Changed”, a high-frequency word to spell 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.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 28 of 36 •
Cluster 6



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was "diferent" important."

I CAN I recognize a misspelled high-frequency word.

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Grade 4 • Cluster 6 • 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. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The idea was 'diferent' important.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "diferent" is spelled wrong; the correct spelling is different.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "diferent" is spelled wrong; the correct spelling is different.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Choose the correct spelling.

With support, choose the correct spelling.

"(diferent / different)"

I CAN I can choose the correct spelling, with support.

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Grade 4 • Cluster 6 • 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. With support, choose the correct spelling."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: '(diferent / different)'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "different" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "different" 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"

Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "diferent"

I CAN I can show how to correct a spelling.



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. Rewrite the word with the correct spelling. Show the before and the after."

"Read this with me: Before: 'diferent'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "different." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Sample: "different." The word 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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was diferent true."

I CAN I can edit the spelling of high-frequency words myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'It was diferent true.' Fix the spelling in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "It was different true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was different true." The high-frequency word is corrected.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

I CAN I can evaluate spelling and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you knew the correct spelling. Then check a word in your own writing."

▶ *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: Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **spelling 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	Before: "diferent" → After: " different " <i>High-frequency words are spelled from memory and checked every time.</i>
MY OWN EXAMPLE: <i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 28 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, → After: "different" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“diferent” is spelled wrong; the correct spelling is different.



CHOOSE
Tuesday

“different” is the correct spelling.



SHOW
Wednesday

Sample: “different.” The word is now spelled correctly.



OWN
Thursday

Sample: “It was different true.” The high-frequency word is corrected.



DEFEND
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

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, “diferent” is spelled wrong; the correct spelling is different. Emergent, “different” is the correct spelling. Visible, Sample: “different.” The word is now spelled correctly. Independent, Sample: “It was different true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

ANSWER KEY: “diferent” is spelled wrong; the correct spelling is different. · “different” is the correct spelling. · Sample: “different.” The word is now spelled correctly. · Sample: “It was different true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The change was diferent important to the people.

What change should be made in sentence 1?

A Change diferent to different

B Change change to changes

C Delete the word diferent

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 change was diferent important to the people. 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)(xxxv) · Spelling High-Frequency Words · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change diferent to different

WHY THIS IS CORRECT

“diferent” is a misspelled high-frequency word, so change it to the correct spelling “different.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change change to changes” changes a word that is already correct, “Delete the word diferent” removes a word the sentence needs, and the sentence does need the 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 diferent to different. “diferent” is a misspelled high-frequency word, so change it to the correct spelling “different.””

▶ *Walk through why the other choices are traps.*

““Change change to changes” changes a word that is already correct, “Delete the word diferent” removes a word the sentence needs, and the sentence does need the fix, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change diferent to different

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.
 A singular subject takes a singular verb: **The trader carries**, not The trader carry.
 A complete simple sentence has a subject (who or what) and a verb (the action).

KEY IDEA

Subject = SUN (a naming word).
Verb = RAINDROP (an action word).
 The sun and the raindrop must agree.

WHERE IT APPEARS: “The Roads Between Us”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including 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: subject-verb agreement, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Subject-Verb Agreement slide deck · student Editing Tracking Sheets · highlighters/pencils.

(11)(D)(i) · Subject-Verb Agreement · Sheet 29 of 36 · Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"The trader carries."

I CAN I recognize the subject and the verb in a simple sentence.

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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The trader carries.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The subject is The trader and the verb is carries.

(11)(D)(i) • Subject-Verb Agreement • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is The trader and the verb is carries.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The trader (carries / carry)."

I CAN I can choose the verb that agrees with the subject, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • 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. With support, choose the verb form that matches the subject."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The trader (carries / carry).'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "carries" agrees with the singular subject The trader.

(11)(D)(i) • Subject-Verb Agreement • 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, "carries" agrees with the singular subject The trader.

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 subject-verb agreement"

Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The trader carry."

I CAN I can show how to make a subject and verb agree.

The Writing Academy®, LLC



Grade 4 • Cluster 7 • Module 1 • 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. Rewrite the sentence so the subject and verb agree. Show the before and the after."

"Read this with me: Before: 'The trader carry.'"

▶ Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "The trader carries." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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, Sample: "The trader carries." The singular subject takes the singular verb.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The traders carries."

I CAN I can edit subject-verb agreement myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'The traders carries.' Fix the subject-verb agreement in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The traders carry." The plural subject takes the plural verb.

(11)(D)(i) • Subject-Verb Agreement • 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: "The traders carry." The plural subject takes the plural verb.

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 subject-verb agreement"

Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

Explain how you made the subject and verb agree. Then check a sentence in your own writing.

I CAN I can evaluate agreement and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you made the subject and verb agree. Then check a sentence in your own writing."

▶ *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: Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • Sheet 29 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	“The trader carries .” <i>The trader (singular subject) matches carries (the verb).</i>
MY OWN EXAMPLE: <i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 29 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 trader (singular subject) matches carries (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The subject is The trader and the verb is carries.



CHOOSE
Tuesday

“carries” agrees with the singular subject The trader.



SHOW
Wednesday

Sample: “The trader carries.” The singular subject takes the singular verb.



OWN
Thursday

Sample: “The traders carry.” The plural subject takes the plural verb.



DEFEND
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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 The trader and the verb is carries. Emergent, “carries” agrees with the singular subject The trader. Visible, Sample: “The trader carries.” The singular subject takes the singular verb. Independent, Sample: “The traders carry.” The plural subject takes the plural verb. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

ANSWER KEY: The subject is The trader and the verb is carries. · “carries” agrees with the singular subject The trader. · Sample: “The trader carries.” The singular subject takes the singular verb. · Sample: “The traders carry.” The plural subject takes the plural verb. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The trader carry goods.

What change should be made in sentence 1?

A Change carry to carries

B Change trader to traders

C Delete the word 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 trader carry goods. 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)(i) · Subject-Verb Agreement · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change carry to carries

WHY THIS IS CORRECT

The singular subject needs the singular verb, so “carry” should be changed to “carries.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change trader to traders” would break the agreement, “Delete the word carry” removes the action the sentence needs, and the sentence does need a change, 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 carry to carries. The singular subject needs the singular verb, so “carry” should be changed to “carries.””

▶ *Walk through why the other choices are traps.*

““Change trader to traders” would break the agreement, “Delete the word carry” removes the action the sentence needs, and the sentence does need a change, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change carry to carries

(11)(D)(i) · Subject-Verb Agreement · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including singular and plural nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.
One is singular: **road**. More than one is plural: **roads**.
Most nouns add s or es to become plural.

SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.
Add s or es to make most nouns plural.

WHERE IT APPEARS: “The Roads Between Us”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular and 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 singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and 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: singular and plural nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Singular and Plural Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 30 of 36 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The road was there."

I CAN I recognize whether a noun is singular or plural.



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. Singular or plural? Read the sentence. Decide if the noun names one or more than one."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The road was there.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "road" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "road" names one, so it is singular.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Choose the correct form.

With support, choose the singular or plural form that fits.

"Three (road / roads) were there."

I CAN I can choose the correct noun form, with support.

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Grade 4 • Cluster 7 • 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. With support, choose the singular or plural form that fits."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Three (road / roads) were there.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "roads" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, "roads" is the plural form, for more than one.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many road."

I CAN I can show how to fix a singular or plural noun.

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Grade 4 • Cluster 7 • 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. Rewrite the sentence with the correct noun form. Show the before and the after."

"Read this with me: Before: 'Many road.'"

▶ Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Many roads." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, Sample: "Many roads." The plural form fits more than one.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two road."

I CAN I can edit singular and plural nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'I saw two road.' Fix the noun form in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "I saw two roads." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two roads."
The noun is plural because there are two.

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 and plural nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun should be singular or plural. Then check a noun in your own writing.

I CAN I can evaluate noun forms and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun should be singular or plural. Then check a noun in your own writing."

▶ *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: Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including singular and plural nouns	“One road became many roads .” <i>road names one; roads names more than one.</i>
MY OWN EXAMPLE: <i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 30 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, road names one; roads names more than one.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“road” names one, so it is singular.



CHOOSE
Tuesday

“roads” is the plural form, for more than one.



SHOW
Wednesday

Sample: “Many roads.” The plural form fits more than one.



OWN
Thursday

Sample: “I saw two roads.” The noun is plural because there are two.



DEFEND
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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, “road” names one, so it is singular. Emergent, “roads” is the plural form, for more than one. Visible, Sample: “Many roads.” The plural form fits more than one. Independent, Sample: “I saw two roads.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

ANSWER KEY: “road” names one, so it is singular. · “roads” is the plural form, for more than one. · Sample: “Many roads.” The plural form fits more than one. · Sample: “I saw two roads.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) I counted three road in the picture.

What change should be made in sentence 1?

A Change road to roads

B Delete the word road

C Capitalize road

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: I counted three road in the picture. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change road to roads

WHY THIS IS CORRECT

The word “three” means more than one, so “road” should be changed to the plural “roads.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Delete the word road” removes a word the sentence needs, “Capitalize road” is wrong because it is a common noun, and the sentence does need the plural, 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 road to roads. The word “three” means more than one, so “road” should be changed to the plural “roads.””

▶ *Walk through why the other choices are traps.*

““Delete the word road” removes a word the sentence needs, “Capitalize road” is wrong because it is a common noun, and the sentence does need the plural, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change road to roads

(11)(D)(vii) · Singular and Plural Nouns · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including common and proper nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **market**. A proper noun names a specific one:

Timbuktu.

A proper noun always begins with a capital letter.

SENTENCE WEATHER



Noun = SUN.

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

WHERE IT APPEARS: “The Roads Between Us”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common and 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 common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and 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: common and proper nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 31 of 36 • Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

"The market was important."

I CAN I recognize a common noun and a proper noun.

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Grade 4 • Cluster 7 • 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. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The market was important.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "market" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • 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, "market" names any one, so it is a common noun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and 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 common and proper nouns"

Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"(timbuktu / Timbuktu) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 4 • Cluster 7 • 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. With support, choose the noun written with the correct capital letter."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: '(timbuktu / Timbuktu) was important.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "Timbuktu" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Timbuktu" names a specific one, so it is proper and is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "timbuktu was important."

I CAN I can show how to capitalize a proper noun.

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Grade 4 • Cluster 7 • 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. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."

"Read this with me: Before: 'timbuktu was important.'"

▶ Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Timbuktu was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, Sample: "Timbuktu was important." The proper noun is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about timbuktu."

I CAN I can edit common and proper nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'We read about timbuktu.' Fix the capitalization in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "We read about Timbuktu." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "We read about Timbuktu." The proper noun keeps its capital letter.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun is common or proper. Then check a noun in your own writing.

I CAN I can evaluate common and proper nouns and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun is common or proper. Then check a noun in your own writing."

▶ *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: Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • 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, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including common and proper nouns	"A market can be any one, but Timbuktu names a specific one." <i>market is common; Timbuktu is proper and is capitalized.</i>
MY OWN EXAMPLE: <i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 31 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, market is common; Timbuktu is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“market” names any one, so it is a common noun.



CHOOSE
Tuesday

“Timbuktu” names a specific one, so it is proper and is capitalized.



SHOW
Wednesday

Sample: “Timbuktu was important.” The proper noun is capitalized.



OWN
Thursday

Sample: “We read about Timbuktu.” The proper noun keeps its capital letter.



DEFEND
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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, “market” names any one, so it is a common noun. Emergent, “Timbuktu” names a specific one, so it is proper and is capitalized. Visible, Sample: “Timbuktu was important.” The proper noun is capitalized. Independent, Sample: “We read about Timbuktu.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

ANSWER KEY: “market” names any one, so it is a common noun. · “Timbuktu” names a specific one, so it is proper and is capitalized. · Sample: “Timbuktu was important.” The proper noun is capitalized. · Sample: “We read about Timbuktu.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) We learned about timbuktu in class.

What change should be made in sentence 1?

A Change timbuktu to Timbuktu

B Change carried to carry

C Delete the word timbuktu

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: We learned about timbuktu in class. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(ix) · Common and Proper Nouns · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change timbuktu to Timbuktu

WHY THIS IS CORRECT

“Timbuktu” is a proper noun that names a specific one, so it must be capitalized: change “timbuktu” to “Timbuktu.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change carried to carry” changes a word that is already correct, “Delete the word timbuktu” removes a word the sentence needs, and the sentence does need the capital, 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 to Timbuktu. “Timbuktu” is a proper noun that names a specific one, so it must be capitalized: change “timbuktu” to “Timbuktu.””

▶ Walk through why the other choices are traps.

““Change carried to carry” changes a word that is already correct, “Delete the word timbuktu” removes a word the sentence needs, and the sentence does need the capital, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change timbuktu to Timbuktu

(11)(D)(ix) • Common and Proper Nouns • Sheet 31 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including correct spelling of high-frequency words”

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.
These are words we use often, like **through**.
I spell them from memory and check them every time.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often.
Spell them from memory and check them every time.

WHERE IT APPEARS: “The Roads Between Us”, a high-frequency word to spell 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.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 32 of 36 •
Cluster 7



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was "thru" important."

I CAN I recognize a misspelled high-frequency word.

The Writing Academy®, LLC



Grade 4 • Cluster 7 • 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. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The idea was 'thru' important.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "thru" is spelled wrong; the correct spelling is through.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "thru" is spelled wrong; the correct spelling is through.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Choose the correct spelling.

With support, choose the correct spelling.

"(thru / through)"

I CAN I can choose the correct spelling, with support.

The Writing Academy®, LLC

Grade 4 • Cluster 7 • 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. With support, choose the correct spelling."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: '(thru / through)'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "through" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "through" 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"

Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "thru"

I CAN I can show how to correct a spelling.



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. Rewrite the word with the correct spelling. Show the before and the after."

"Read this with me: Before: 'thru'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "through." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Sample: "through." The word 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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was thru true."

I CAN I can edit the spelling of high-frequency words myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'It was thru true.' Fix the spelling in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "It was through true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was through true." The high-frequency word is corrected.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

I CAN I can evaluate spelling and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you knew the correct spelling. Then check a word in your own writing."

▶ *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: Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **spelling 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	Before: "thru" → After: "through" <i>High-frequency words are spelled from memory and checked every time.</i>
MY OWN EXAMPLE: <i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 32 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, → After: "through" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

"thru" is spelled wrong; the correct spelling is through.



CHOOSE
Tuesday

"through" is the correct spelling.



SHOW
Wednesday

Sample: "through." The word is now spelled correctly.



OWN
Thursday

Sample: "It was through true." The high-frequency word is corrected.



DEFEND
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

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, "thru" is spelled wrong; the correct spelling is through. Emergent, "through" is the correct spelling. Visible, Sample: "through." The word is now spelled correctly. Independent, Sample: "It was through true." The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

ANSWER KEY: "thru" is spelled wrong; the correct spelling is through. • "through" is the correct spelling. • Sample: "through." The word is now spelled correctly. • Sample: "It was through true." The high-frequency word is corrected. • Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 32 of 36 • Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The change was thru important to the people.

What change should be made in sentence 1?

- A Change thru to through
- B Change change to changes
- C Delete the word thru
- 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 change was thru important to the people. 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)(xxxv) · Spelling High-Frequency Words · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change thru to through

WHY THIS IS CORRECT

“thru” is a misspelled high-frequency word, so change it to the correct spelling “through.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change change to changes” changes a word that is already correct, “Delete the word thru” removes a word the sentence needs, and the sentence does need the 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 thru to through. “thru” is a misspelled high-frequency word, so change it to the correct spelling “through.””

▶ *Walk through why the other choices are traps.*

““Change change to changes” changes a word that is already correct, “Delete the word thru” removes a word the sentence needs, and the sentence does need the fix, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change thru to through

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including subject-verb agreement”

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure the **subject and the verb match**.
 A singular subject takes a singular verb: **The place shapes**, not The place shape.
 A complete simple sentence has a subject (who or what) and a verb (the action).

KEY IDEA

Subject = SUN (a naming word).
Verb = RAINDROP (an action word).
 The sun and the raindrop must agree.

WHERE IT APPEARS: “What Shapes a Society? Place, Resources, and Connection”, a sentence with a subject and a verb.

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Subject-Verb Agreement

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Have you ever read a text where something about the words just didn’t sound right? That’s the kind of thing careful editors catch.”

▶ Let students share a moment, then bring their attention to the board.

“This week, our editing focus is subject-verb agreement, the standard says: ‘edit drafts using standard English conventions, including 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: subject-verb agreement, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Subject-Verb Agreement slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(i) • Subject-Verb Agreement • Sheet 33 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Which word is the subject, and which is the verb?

Read the sentence. Find the subject (who or what) and the verb (the action).

"The place shapes."

I CAN I recognize the subject and the verb in a simple sentence.

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Grade 4 • Cluster 8 • 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. Which word is the subject, and which is the verb? Read the sentence. Find the subject (who or what) and the verb (the action)."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The place shapes.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: The subject is The place and the verb is shapes.

(11)(D)(i) • Subject-Verb Agreement • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is The place and the verb is shapes.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "subject-verb agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when subject-verb agreement is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Choose the verb that agrees.

With support, choose the verb form that matches the subject.

"The place (shapes / shape)."

I CAN I can choose the verb that agrees with the subject, with support.

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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. With support, choose the verb form that matches the subject."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'The place (shapes / shape).'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "shapes" agrees with the singular subject The place.

(11)(D)(i) • Subject-Verb Agreement • 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, "shapes" agrees with the singular subject The place.

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 subject-verb agreement"

Show the fix (Before, After).

Rewrite the sentence so the subject and verb agree. Show the before and the after.

Before: "The place shape."

I CAN I can show how to make a subject and verb agree.

The Writing Academy®, LLC



Grade 4 • Cluster 8 • Module 1 • 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. Rewrite the sentence so the subject and verb agree. Show the before and the after."

"Read this with me: Before: 'The place shape.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "The place shapes." The singular subject takes the singular verb.

(11)(D)(i) • Subject-Verb Agreement • 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, Sample: "The place shapes." The singular subject takes the singular verb.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including subject-verb agreement"

Edit on your own.

Fix the subject-verb agreement in this sentence yourself, no word bank.

"The places shapes."

I CAN I can edit subject-verb agreement myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'The places shapes.' Fix the subject-verb agreement in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "The places shape." The plural subject takes the plural verb.

(11)(D)(i) • Subject-Verb Agreement • 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 places shape." The plural subject takes the plural verb.

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 subject-verb agreement"

Evaluate and transfer.

Defend your fix, then check subject-verb agreement in a sentence of your own.

Explain how you made the subject and verb agree. Then check a sentence in your own writing.

I CAN I can evaluate agreement and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you made the subject and verb agree. Then check a sentence in your own writing."

► *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: Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) • Subject-Verb Agreement • 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, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	“The place shapes .” <i>The place (singular subject) matches shapes (the verb).</i>
MY OWN EXAMPLE: <i>Write a sentence from the passage and check that the subject and verb agree. Fix it if they do not.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 33 of 36, and complete the (11)(D)(i) row.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

🕒 ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Now it’s time to make this thinking your own.”

▶ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student’s own example should match the standard, The place (singular subject) matches shapes (the verb).

(11)(D)(i) · Subject-Verb Agreement · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

The subject is The place and the verb is shapes.



CHOOSE
Tuesday

“shapes” agrees with the singular subject The place.



SHOW
Wednesday

Sample: “The place shapes.” The singular subject takes the singular verb.



OWN
Thursday

Sample: “The places shape.” The plural subject takes the plural verb.



DEFEND
Friday

Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

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 The place and the verb is shapes. Emergent, “shapes” agrees with the singular subject The place. Visible, Sample: “The place shapes.” The singular subject takes the singular verb. Independent, Sample: “The places shape.” The plural subject takes the plural verb. Reflective, Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

ANSWER KEY: The subject is The place and the verb is shapes. · “shapes” agrees with the singular subject The place. · Sample: “The place shapes.” The singular subject takes the singular verb. · Sample: “The places shape.” The plural subject takes the plural verb. · Making the subject and verb agree keeps the sentence correct and clear. Then students check a sentence of their own.

(11)(D)(i) · Subject-Verb Agreement · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The place shape a society.

What change should be made in sentence 1?

A Change shape to shapes

B Change place to places

C Delete the word shape

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 place shape a society. 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)(i) · Subject-Verb Agreement · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change shape to shapes

WHY THIS IS CORRECT

The singular subject needs the singular verb, so “shape” should be changed to “shapes.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change place to places” would break the agreement, “Delete the word shape” removes the action the sentence needs, and the sentence does need a change, 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 shape to shapes. The singular subject needs the singular verb, so “shape” should be changed to “shapes.””

▶ *Walk through why the other choices are traps.*

““Change place to places” would break the agreement, “Delete the word shape” removes the action the sentence needs, and the sentence does need a change, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change shape to shapes

(11)(D)(i) • Subject-Verb Agreement • Sheet 33 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including singular and plural nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check that my nouns are **singular or plural** the right way.
One is singular: **force**. More than one is plural: **forces**.
Most nouns add s or es to become plural.

SENTENCE WEATHER

**Noun = SUN.**

One sun is singular; many suns are plural.
Add s or es to make most nouns plural.

WHERE IT APPEARS: “What Shapes a Society? Place, Resources, and Connection”, a noun that names one or more than one.

This deck teaches **Singular and Plural Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Singular and 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 singular and plural nouns, the standard says: ‘edit drafts using standard English conventions, including singular and 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: singular and plural nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Singular and Plural Nouns slide deck · student Editing Tracking Sheets · highlighters/pencils.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 34 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Singular or plural?

Read the sentence. Decide if the noun names one or more than one.

"The force was there."

I CAN I recognize whether a noun is singular or plural.

The Writing Academy®, LLC



Grade 4 • Cluster 8 • 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. Singular or plural? Read the sentence. Decide if the noun names one or more than one."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The force was there.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "force" names one, so it is singular.

(11)(D)(vii) • Singular and Plural Nouns • 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, "force" names one, so it is singular.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "singular and plural nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when singular and plural nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Choose the correct form.

With support, choose the singular or plural form that fits.

"Three (force / forces) were there."

I CAN I can choose the correct noun form, with support.

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Grade 4 • Cluster 8 • 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. With support, choose the singular or plural form that fits."

▶ Read the sentence with the two choices, then give quiet think time.

"Read this with me: 'Three (force / forces) were there.'"

▶ Guide students toward the correct choice using the standard as the reason, then confirm together.

ANSWER KEY: "forces" is the plural form, for more than one.

(11)(D)(vii) • Singular and Plural Nouns • Sheet 34 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "forces" is the plural form, for more than one.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Show the fix (Before, After).

Rewrite the sentence with the correct noun form. Show the before and the after.

Before: "Many force."

I CAN I can show how to fix a singular or plural noun.

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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. Rewrite the sentence with the correct noun form. Show the before and the after."

"Read this with me: Before: 'Many force.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Many forces." The plural form fits more than one.

(11)(D)(vii) • Singular and Plural Nouns • 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, Sample: "Many forces." The plural form fits more than one.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including singular and plural nouns"

Edit on your own.

Fix the noun form in this sentence yourself, no word bank.

"I saw two force."

I CAN I can edit singular and plural nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'I saw two force.' Fix the noun form in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "I saw two forces." The noun is plural because there are two.

(11)(D)(vii) • Singular and Plural Nouns • 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: "I saw two forces."
The noun is plural because there are two.

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 and plural nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun should be singular or plural. Then check a noun in your own writing.

I CAN I can evaluate noun forms and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun should be singular or plural. Then check a noun in your own writing."

▶ *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: Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) • Singular and Plural Nouns • 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, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **singular and plural nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including singular and plural nouns	“One force became many forces .” <i>force names one; forces names more than one.</i>
MY OWN EXAMPLE: <i>Find a noun in the passage. Decide if it should be singular or plural, and fix it if needed.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 34 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, force names one; forces names more than one.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“force” names one, so it is singular.



CHOOSE
Tuesday

“forces” is the plural form, for more than one.



SHOW
Wednesday

Sample: “Many forces.” The plural form fits more than one.



OWN
Thursday

Sample: “I saw two forces.” The noun is plural because there are two.



DEFEND
Friday

Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

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, “force” names one, so it is singular. Emergent, “forces” is the plural form, for more than one. Visible, Sample: “Many forces.” The plural form fits more than one. Independent, Sample: “I saw two forces.” The noun is plural because there are two. Reflective, Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

ANSWER KEY: “force” names one, so it is singular. · “forces” is the plural form, for more than one. · Sample: “Many forces.” The plural form fits more than one. · Sample: “I saw two forces.” The noun is plural because there are two. · Using the right singular or plural noun keeps the sentence correct. Then students check a noun of their own.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) I counted three force in the picture.

What change should be made in sentence 1?

A Change force to forces

B Delete the word force

C Capitalize force

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: I counted three force in the picture. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(vii) · Singular and Plural Nouns · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change force to forces

WHY THIS IS CORRECT

The word “three” means more than one, so “force” should be changed to the plural “forces.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Delete the word force” removes a word the sentence needs, “Capitalize force” is wrong because it is a common noun, and the sentence does need the plural, 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 force to forces. The word “three” means more than one, so “force” should be changed to the plural “forces.””

▶ *Walk through why the other choices are traps.*

““Delete the word force” removes a word the sentence needs, “Capitalize force” is wrong because it is a common noun, and the sentence does need the plural, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change force to forces

(11)(D)(vii) · Singular and Plural Nouns · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including common and proper nouns”

WHAT DOES THIS MEAN TO ME?

When I edit, I check my **common and proper nouns**.

A common noun names any one: **document**. A proper noun names a specific one:

Magna Carta.

A proper noun always begins with a capital letter.

SENTENCE WEATHER



Noun = SUN.

A common noun names any person, place, or thing.

A proper noun names a specific one and begins with a capital letter.

WHERE IT APPEARS: “What Shapes a Society? Place, Resources, and Connection”, a common noun and a proper noun.

This deck teaches **Common and Proper Nouns** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction • Common and 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 common and proper nouns, the standard says: ‘edit drafts using standard English conventions, including common and 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: common and proper nouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Common and Proper Nouns slide deck • student Editing Tracking Sheets • highlighters/pencils.

(11)(D)(ix) • Common and Proper Nouns • Sheet 35 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Common or proper?

Read the sentence. Decide if the noun names any one or a specific one.

"The document was important."

I CAN I recognize a common noun and a proper noun.

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Grade 4 • Cluster 8 • 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. Common or proper? Read the sentence. Decide if the noun names any one or a specific one."

▶ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The document was important.'"

▶ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "document" names any one, so it is a common noun.

(11)(D)(ix) • Common and Proper Nouns • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "document" names any one, so it is a common noun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "common and proper nouns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when common and 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 common and proper nouns"

Choose the correct capital.

With support, choose the noun written with the correct capital letter.

"(magna carta / Magna Carta) was important."

I CAN I can choose the correct capitalization, with support.

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Grade 4 • Cluster 8 • 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. With support, choose the noun written with the correct capital letter."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: '(magna carta / Magna Carta) was important.'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Magna Carta" names a specific one, so it is proper and is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, "Magna Carta" names a specific one, so it is proper and is capitalized.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Show the fix (Before, After).

Rewrite the sentence so the proper noun is capitalized. Show the before and the after.

Before: "magna carta was important."

I CAN I can show how to capitalize a proper noun.

The Writing Academy®, LLC



Grade 4 • Cluster 8 • 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. Rewrite the sentence so the proper noun is capitalized. Show the before and the after."

"Read this with me: Before: 'magna carta was important.'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "Magna Carta was important." The proper noun is capitalized.

(11)(D)(ix) • Common and Proper Nouns • 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, Sample: "Magna Carta was important." The proper noun is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Edit on your own.

Fix the capitalization in this sentence yourself, no word bank.

"We read about magna carta."

I CAN I can edit common and proper nouns myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'We read about magna carta.' Fix the capitalization in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "We read about Magna Carta." The proper noun keeps its capital letter.

(11)(D)(ix) • Common and Proper Nouns • 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: "We read about Magna Carta." The proper noun keeps its capital letter.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including common and proper nouns"

Evaluate and transfer.

Defend your fix, then check a noun in a sentence of your own.

Explain why the noun is common or proper. Then check a noun in your own writing.

I CAN I can evaluate common and proper nouns and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain why the noun is common or proper. Then check a noun in your own writing."

▶ *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: Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) • Common and Proper Nouns • Sheet 35 of 36 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **common and proper nouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including common and proper nouns	"A document can be any one, but Magna Carta names a specific one." <i>document is common; Magna Carta is proper and is capitalized.</i>
MY OWN EXAMPLE: <i>Find a proper noun in the passage. Make sure it begins with a capital letter.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 35 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, document is common; Magna Carta is proper and is capitalized.

(11)(D)(ix) · Common and Proper Nouns · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“document” names any one, so it is a common noun.



CHOOSE
Tuesday

“Magna Carta” names a specific one, so it is proper and is capitalized.



SHOW
Wednesday

Sample: “Magna Carta was important.” The proper noun is capitalized.



OWN
Thursday

Sample: “We read about Magna Carta.” The proper noun keeps its capital letter.



DEFEND
Friday

Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

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, “document” names any one, so it is a common noun. Emergent, “Magna Carta” names a specific one, so it is proper and is capitalized. Visible, Sample: “Magna Carta was important.” The proper noun is capitalized. Independent, Sample: “We read about Magna Carta.” The proper noun keeps its capital letter. Reflective, Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

ANSWER KEY: “document” names any one, so it is a common noun. · “Magna Carta” names a specific one, so it is proper and is capitalized. · Sample: “Magna Carta was important.” The proper noun is capitalized. · Sample: “We read about Magna Carta.” The proper noun keeps its capital letter. · Capitalizing proper nouns keeps the writing correct. Then students check a noun of their own.

(11)(D)(ix) · Common and Proper Nouns · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) We learned about magna carta in class.

What change should be made in sentence 1?

- A Change magna carta to Magna Carta
- B Change shaped to shape
- C Delete the word magna carta
- 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: We learned about magna carta in class. Now, what change should be made in sentence 1?”

▶ Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.

NOTE: Revealed on the next slide.

(11)(D)(ix) · Common and Proper Nouns · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change magna carta to Magna Carta

WHY THIS IS CORRECT

“Magna Carta” is a proper noun that names a specific one, so it must be capitalized: change “magna carta” to “Magna Carta.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change shaped to shape” changes a word that is already correct, “Delete the word magna carta” removes a word the sentence needs, and the sentence does need the capital, 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 magna carta to Magna Carta. “Magna Carta” is a proper noun that names a specific one, so it must be capitalized: change “magna carta” to “Magna Carta.””

▶ *Walk through why the other choices are traps.*

““Change shaped to shape” changes a word that is already correct, “Delete the word magna carta” removes a word the sentence needs, and the sentence does need the capital, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change magna carta to Magna Carta

(11)(D)(ix) · Common and Proper Nouns · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EXACT TEKS WORDING (from TEA)

“edit drafts using standard English conventions, including correct spelling of high-frequency words”

WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**.
These are words we use often, like **important**.
I spell them from memory and check them every time.

KEY IDEA

KEY IDEA:

High-frequency words are words we use often.
Spell them from memory and check them every time.

WHERE IT APPEARS: “What Shapes a Society? Place, Resources, and Connection”, a high-frequency word to spell 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.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 36 of 36 • Cluster 8



TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Spot the misspelled word.

Read the sentence. Find the high-frequency word that is spelled wrong.

"The idea was "important" important."

I CAN I recognize a misspelled high-frequency word.

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Grade 4 • Cluster 8 • 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. Spot the misspelled word. Read the sentence. Find the high-frequency word that is spelled wrong."

▶ Read the sentence aloud, then give quiet think time before taking answers.

"Read this with me: 'The idea was 'important' important.'"

▶ Have students point to or name the answer. We are only noticing today, not fixing anything yet.

ANSWER KEY: "important" is spelled wrong; the correct spelling is important.

(11)(D)(xxxv) • Spelling High-Frequency Words • Sheet 36 of 36 •
Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "important" is spelled wrong; the correct spelling is important.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling high-frequency words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Choose the correct spelling.

With support, choose the correct spelling.

"(important / important)"

I CAN I can choose the correct spelling, with support.

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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. With support, choose the correct spelling."

▶ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: '(important / important)'"

▶ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "important" is the correct spelling.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, "important" 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"

Show the fix (Before, After).

Rewrite the word with the correct spelling. Show the before and the after.

Before: "important"

I CAN I can show how to correct a spelling.



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. Rewrite the word with the correct spelling. Show the before and the after."

"Read this with me: Before: 'important'"

► Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.

ANSWER KEY: Sample: "important." The word is now spelled correctly.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Sample: "important." The word 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.



TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Edit on your own.

Fix the spelling in this sentence yourself, no word bank.

"It was importent true."

I CAN I can edit the spelling of high-frequency words myself.



TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: 'It was importent true.' Fix the spelling in this sentence yourself, no word bank."

▶ No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.

ANSWER KEY: Sample: "It was important true." The high-frequency word is corrected.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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: "It was important true." The high-frequency word is corrected.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of high-frequency words"

Evaluate and transfer.

Defend your fix, then check a high-frequency word in a sentence of your own.

Explain how you knew the correct spelling. Then check a word in your own writing.

I CAN I can evaluate spelling and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

"Explain how you knew the correct spelling. Then check a word in your own writing."

▶ *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: Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) • Spelling High-Frequency Words • 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, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **spelling 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	Before: "important" → After: "important" <i>High-frequency words are spelled from memory and checked every time.</i>
MY OWN EXAMPLE: <i>Find a high-frequency word in your writing and check that it is spelled correctly.</i>	

→ Now open your Standards Sweep Editing Tracking Sheet, 36 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, → After: "important" High-frequency words are spelled from memory and checked every time.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



NOTICE
Monday

“important” is spelled wrong; the correct spelling is important.



CHOOSE
Tuesday

“important” is the correct spelling.



SHOW
Wednesday

Sample: “important.” The word is now spelled correctly.



OWN
Thursday

Sample: “It was important true.” The high-frequency word is corrected.



DEFEND
Friday

Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

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, “important” is spelled wrong; the correct spelling is important. Emergent, “important” is the correct spelling. Visible, Sample: “important.” The word is now spelled correctly. Independent, Sample: “It was important true.” The high-frequency word is corrected. Reflective, Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

ANSWER KEY: “important” is spelled wrong; the correct spelling is important. · “important” is the correct spelling. · Sample: “important.” The word is now spelled correctly. · Sample: “It was important true.” The high-frequency word is corrected. · Spelling high-frequency words correctly keeps the writing clear. Then students check a word of their own.

(11)(D)(xxxv) · Spelling High-Frequency Words · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The change was important important to the people.

What change should be made in sentence 1?

A Change important to important

B Change change to changes

C Delete the word important

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 change was important important to the people. 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)(xxxv) · Spelling High-Frequency Words · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

Correct answer: A Change important to important

WHY THIS IS CORRECT

“important” is a misspelled high-frequency word, so change it to the correct spelling “important.”

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

“Change change to changes” changes a word that is already correct, “Delete the word important” removes a word the sentence needs, and the sentence does need the 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 important to important. “important” is a misspelled high-frequency word, so change it to the correct spelling “important.””

▶ Walk through why the other choices are traps.

““Change change to changes” changes a word that is already correct, “Delete the word important” removes a word the sentence needs, and the sentence does need the fix, so “Make no change” is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change important to important

(11)(D)(xxxv) · Spelling High-Frequency Words · 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.