

The Writer's Job Comes First

STUDENT LEARNING OBJECTIVE

Students will read a prompt carefully and name the writer's job before beginning to write.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will read a prompt carefully and name the writer's job before beginning to write.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will read a prompt carefully and name the writer's job before beginning to write.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Prepare • Module 1

I WILL...

- I will read the prompt slowly.
- I will name what the prompt asks me to do.
- I will find the key task word.
- I will plan before I write.

I CAN...

- I can read a prompt carefully.
- I can name the writer's job.
- I can find the key task word.
- I can plan before writing.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the prompt slowly."

"I will name what the prompt asks me to do."

"I will find the key task word."

"I will plan before I write."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can read a prompt carefully."

"I can name the writer's job."

"I can find the key task word."

"I can plan before writing."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Every prompt has a task word. **Find the word that tells the writer's job.**

MATERIAL

Prompt A: Explain why people came to the gathering.

Prompt B: Describe the scene at the memorial.

YOUR TURN

Underline the task word in each.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Task Word

~3 min

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

"Let's warm up our writer's eyes. Find the Task Word."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Match Job to Word

Slide 4 of 10

CHOOSE • Emergent thinking

Prepare • Module 1

CHOOSE, Emergent

TASK

Task words name the job. **Match the task word to the job.**

MATERIAL

explain = tell why or how

describe = tell what it is like

compare = tell how two things are alike or different

YOUR TURN

Match each task word to its job.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Match Job to Word

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Name the Job

Slide 5 of 10

SHOW • Visible thinking

Prepare • Module 1

SHOW, Visible

TASK

Read a prompt and name the job. **Write what the prompt asks you to do.**

MATERIAL

Prompt: Explain why the narrator's mother was crying.

The writer's job: _____

YOUR TURN

Write the writer's job.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Name the Job

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Name the Job on Your Own

Slide 6 of 10

OWN • Independent thinking

Prepare • Module 1



OWN, Independent

TASK

For a new prompt, name the writer's job on your own.

MATERIAL

Prompt: Why did people come to the gathering?
Name the job before you write.



YOUR TURN

Write the writer's job on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Name the Job on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at the job you named. **Explain how knowing the job helps you write.**

MATERIAL

The job: _____

How it helps: _____



YOUR TURN

Defend your plan.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Plan

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Prepare • Module 1



NOTICE
Foundational

A: explain. B: describe. Each word tells a different writer's job.



CHOOSE
Emergent

Explain means tell why or how, describe means tell what it is like, and compare means tell how things are alike or different.



SHOW
Visible

The job is to explain why, by giving a reason with evidence.



OWN
Independent

Model: The job is to explain why people came, using a reason and evidence from the passage.



DEFEND
Reflective

Sample: Knowing the job is to explain why tells me to give a reason and evidence, not just retell.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: Explain means tell why or how, describe means tell what it is like, and compare means tell how things: are alike or different.”

“SHOW, Visible: : ”

“OWN, Independent: : ”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Read the prompt: Why did people come to the gathering at the Lincoln Memorial? Name the writer's job, then write a response that does that job.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Read the prompt: Why did people come to the gathering at the Lincoln Memorial?”

▶ *Remind students of the scope: Name the writer's job, then write a response that does that job.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The writer's job is to explain why. People came to the gathering because they believed the country could become better. The passage says, "They want everyone to have opportunities, kindness, fairness, and freedom." This explains the reason they came.



NOTICE

Foundational

Writes without reading the prompt.



CHOOSE

Emergent

Names the topic but not the job.



SHOW

Visible

Names the writer's job.



OWN

Independent

Names the job and plans to do it.



DEFEND

Reflective

Names the job and defends the plan.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Writes without reading the prompt."

"CHOOSE, Emergent: Names the topic but not the job."

"SHOW, Visible: Names the writer's job."

"OWN, Independent: Names the job and plans to do it."

"DEFEND, Reflective: Names the job and defends the plan."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Writes without reading the prompt. • CHOOSE: Names the topic but not the job. • SHOW: Names the writer's job. • OWN: Names the job and plans to do it. • DEFEND: Names the job and defends the plan.

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Prepare

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

The Same Idea, Many Jobs, Purpose

STUDENT LEARNING OBJECTIVE

Students will see that the same topic can be written for different purposes: to inform, to explain, or to persuade.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will see that the same topic can be written for different purposes: to inform, to explain, or to persuade.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will see that the same topic can be written for different purposes: to inform, to explain, or to persuade.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Prepare • Module 2

I WILL...

- I will name my purpose for writing.
- I will match my writing to the purpose.
- I will use words that fit the purpose.
- I will keep my central idea clear.

I CAN...

- I can name a purpose.
- I can match writing to a purpose.
- I can use fitting words.
- I can keep my idea clear.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will name my purpose for writing."

"I will match my writing to the purpose."

"I will use words that fit the purpose."

"I will keep my central idea clear."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can name a purpose."

"I can match writing to a purpose."

"I can use fitting words."

"I can keep my idea clear."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 2 of 36 · Module 2 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Name the Purpose

Slide 3 of 10

NOTICE • Foundational thinking

Prepare • Module 2

NOTICE, Foundational

TASK

Writing has a purpose. **Match each sentence to inform, explain, or persuade.**

MATERIAL

A informs: Kennedy became president in 1961.

B explains: Kennedy wanted service because he believed citizens could help.

C persuades: Everyone should serve their community.

YOUR TURN

Match each sentence to its purpose.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Name the Purpose

⌚ ~3 min

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

"Let's warm up our writer's eyes. Name the Purpose."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Explaining Sentence

Slide 4 of 10

CHOOSE • Emergent thinking

Prepare • Module 2

CHOOSE, Emergent

TASK

Explaining tells why or how. **Choose the sentence written to explain.**

MATERIAL

A: Kennedy gave a speech.

B: Kennedy asked for service because he believed people could make a difference.

YOUR TURN

Choose the explaining sentence.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Explaining Sentence

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

SHOW, Visible

TASK

Pick the purpose to explain. **Write one sentence that explains.**

MATERIAL

Topic: Kennedy's message about service.

Explaining sentence: _____

YOUR TURN

Write to explain.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Write for a Purpose

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write to explain on your own.

MATERIAL

Prompt: What did President Kennedy want Americans to do, and why?
Write to explain by telling why.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write for a Purpose on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Defend the Purpose

Slide 7 of 10

DEFEND • Reflective thinking

Prepare • Module 2



DEFEND, Reflective

TASK

Look at your writing. **Explain how it matches your purpose.**

MATERIAL

My purpose: _____

How my writing matches: _____



YOUR TURN

Defend your purpose.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Purpose

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Prepare • Module 2



NOTICE
Foundational

A informs, B explains, and C persuades.



CHOOSE
Emergent

B explains why, because it gives a reason. A only informs.



SHOW
Visible

Sample: Kennedy wanted Americans to serve because he believed ordinary people could improve their country.



OWN
Independent

Model: Kennedy wanted Americans to serve others. He believed people should not wait for others to fix the world. The passage says he wanted people to think about "what we could give."



DEFEND
Reflective

Sample: My purpose was to explain, so I gave a reason and evidence, not just facts.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: Sample: Kennedy wanted Americans to serve because he believed ordinary people could improve: their country."

"OWN, Independent: Model: Kennedy wanted Americans to serve others. He believed people should not wait for others to: fix the world. The passage says he wanted people to think about "what we could give.""

"DEFEND, Reflective: : "

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

What did President Kennedy want Americans to do, and why? Write to explain, using a reason and evidence.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“What did President Kennedy want Americans to do, and why?”

▶ *Remind students of the scope: Write to explain, using a reason and evidence.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

President Kennedy wanted Americans to serve others. He believed people should not wait for someone else to improve the world. The passage says he wanted us to think about “what we could give.” This explains that his purpose was to inspire people to help their country.



NOTICE

Foundational

No clear purpose.



CHOOSE

Emergent

Purpose is unclear.



SHOW

Visible

Matches one purpose.



OWN

Independent

Matches the purpose with fitting words.



DEFEND

Reflective

Matches the purpose and defends it.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: No clear purpose.”

“CHOOSE, Emergent: Purpose is unclear.”

“SHOW, Visible: Matches one purpose.”

“OWN, Independent: Matches the purpose with fitting words.”

“DEFEND, Reflective: Matches the purpose and defends it.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: No clear purpose. • CHOOSE: Purpose is unclear. • SHOW: Matches one purpose. • OWN: Matches the purpose with fitting words. • DEFEND: Matches the purpose and defends it.

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Prepare

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Choose the Route and the Planning Tool

STUDENT LEARNING OBJECTIVE

Students will choose a planning tool (like a list or a web) and make a simple plan before writing.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will choose a planning tool (like a list or a web) and make a simple plan before writing.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will choose a planning tool (like a list or a web) and make a simple plan before writing.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Prepare • Module 3

I WILL...

- I will choose a planning tool.
- I will list my thesis and reasons.
- I will put my ideas in order.
- I will use my plan to write.

I CAN...

- I can choose a planning tool.
- I can list a thesis and reasons.
- I can order my ideas.
- I can use a plan.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will choose a planning tool."

"I will list my thesis and reasons."

"I will put my ideas in order."

"I will use my plan to write."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can choose a planning tool."

"I can list a thesis and reasons."

"I can order my ideas."

"I can use a plan."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 3 of 36 · Module 3 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Pick a Planning Tool

Slide 3 of 10

NOTICE • Foundational thinking

Prepare • Module 3



NOTICE, Foundational

TASK

Writers plan first. **Match the tool to the job.**

MATERIAL

A list puts ideas in order.

A web connects a central idea to details.

A chart compares two things.



YOUR TURN

Match each tool to its job.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Pick a Planning Tool

⌚ ~3 min

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

"Let's warm up our writer's eyes. Pick a Planning Tool."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Fitting Tool

Slide 4 of 10

CHOOSE • Emergent thinking

Prepare • Module 3

CHOOSE, Emergent

TASK

Different prompts need different tools. **Choose the tool that fits a WHY prompt.**

MATERIAL

Prompt: Why did the narrator remember the day?

A: a compare chart

B: a web with the central idea and reasons

YOUR TURN

Choose the fitting tool.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Fitting Tool

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Make a Quick Plan

Slide 5 of 10

SHOW • Visible thinking

Prepare • Module 3

SHOW, Visible

TASK

Plan before you write. **List a thesis and two reasons.**

MATERIAL

Thesis: _____

Reason 1: _____

Reason 2: _____

YOUR TURN

Write a quick plan.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Make a Quick Plan

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

**OWN, Independent****TASK**

For the prompt, make a plan on your own.

MATERIAL

Prompt: Why did the narrator remember the gathering?

Thesis plus two reasons in order.

**YOUR TURN**

Write your plan on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Plan on Your Own

~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your plan. **Explain how the plan will help you write.**

MATERIAL

My plan: _____

How it helps: _____



YOUR TURN

Defend your plan.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Plan

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Prepare • Module 3



NOTICE
Foundational

A list orders ideas, a web connects a central idea to details, and a chart compares two things.



CHOOSE
Emergent

B fits, because a web connects the central idea to the reasons. A compare chart is for comparing.



SHOW
Visible

Sample thesis: The narrator remembered the day because it gave her hope. Reasons: the speech was about children; people cheered and hugged.



OWN
Independent

Model: Thesis: she remembered it because it felt full of hope. Reason 1: the speech was about children like her. Reason 2: people cheered and hugged at the end.



DEFEND
Reflective

Sample: My plan lists my thesis and reasons in order, so I can write each part clearly.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Sample thesis: The narrator remembered the day because it gave her hope. Reasons: the speech: was about children; people cheered and hugged.”

“OWN, Independent: Model: Thesis: she remembered it because it felt full of hope. Reason 1: the speech was about: children like her. Reason 2: people cheered and hugged at the end.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why did the narrator remember the gathering? Choose a planning tool, make a quick plan, then write your response.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why did the narrator remember the gathering?”

▶ *Remind students of the scope: Choose a planning tool, make a quick plan, then write your response.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The narrator remembered the gathering because it felt full of hope. The speech was about children like her, and at the end people cheered and hugged. The passage says, "When the speech ended, people cheered and hugged one another." This shows why the day stayed in her memory.



NOTICE

Foundational

Writes with no plan.



CHOOSE

Emergent

Makes a weak or unordered plan.



SHOW

Visible

Makes a plan with thesis and reasons.



OWN

Independent

Makes an ordered plan and uses it.



DEFEND

Reflective

Makes a strong plan and defends it.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Writes with no plan."

"CHOOSE, Emergent: Makes a weak or unordered plan."

"SHOW, Visible: Makes a plan with thesis and reasons."

"OWN, Independent: Makes an ordered plan and uses it."

"DEFEND, Reflective: Makes a strong plan and defends it."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Writes with no plan. · CHOOSE: Makes a weak or unordered plan. · SHOW: Makes a plan with thesis and reasons. · OWN: Makes an ordered plan and uses it. · DEFEND: Makes a strong plan and defends it.

· WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Prepare

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Independent Genre Decision and Response

STUDENT LEARNING OBJECTIVE

Students will decide the genre a prompt calls for and write an independent response in that genre.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will decide the genre a prompt calls for and write an independent response in that genre.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will decide the genre a prompt calls for and write an independent response in that genre.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Prepare • Module 4

I WILL...

- I will decide the genre the prompt calls for.
- I will plan a response in that genre.
- I will write the response independently.
- I will check my response against the prompt.

I CAN...

- I can decide the genre.
- I can plan in that genre.
- I can write independently.
- I can check my response.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will decide the genre the prompt calls for."

"I will plan a response in that genre."

"I will write the response independently."

"I will check my response against the prompt."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can decide the genre."

"I can plan in that genre."

"I can write independently."

"I can check my response."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 4 of 36 · Module 4 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Which Genre?

Slide 3 of 10

NOTICE • Foundational thinking

Prepare • Module 4

NOTICE, Foundational

TASK

Prompts call for different genres. **Match the prompt to its genre.**

MATERIAL

A calls for explanation: Explain why service matters.

B calls for argument: Should everyone serve? Convince a reader.

YOUR TURN

Match each prompt to its genre.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Which Genre?

⌚ ~3 min

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

"Let's warm up our writer's eyes. Which Genre?."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Genre Cue

Slide 4 of 10

CHOOSE • Emergent thinking

Prepare • Module 4

CHOOSE, Emergent

TASK

Genre cues are in the prompt. **Choose the word that signals argument.**

MATERIAL

Prompt: Should students serve their community? Convince a reader.

A: explain

B: convince

YOUR TURN

Choose the genre cue.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Genre Cue

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

 SHOW, Visible**TASK**

Plan the right genre. **Write the claim or thesis your genre needs.**

MATERIAL

Prompt: Should students serve their community?

Claim: _____

 YOUR TURN

Write your claim.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Plan for the Genre

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Independently

Slide 6 of 10

OWN • Independent thinking

Prepare • Module 4



OWN, Independent

TASK

For the prompt, decide the genre and write a full response on your own.

MATERIAL

Prompt: Should students serve their community? Convince a reader.
Decide the genre, then write.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Independently

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your response. **Explain how it fits the genre the prompt called for.**

MATERIAL

My genre: _____

How my response fits: _____



YOUR TURN

Defend your genre choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Genre Choice

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Prepare • Module 4



NOTICE
Foundational

A calls for an explanatory response; B calls for an argumentative one.



CHOOSE
Emergent

B (convince) signals an argument. Explain would signal an explanatory response.



SHOW
Visible

Sample: Students should serve their community because it helps others and teaches responsibility.



OWN
Independent

Model: Students should serve their community. Service helps people in need and teaches responsibility. As President Kennedy hoped, people should think about “what we could give,” not only what they could receive.



DEFEND
Reflective

Sample: The prompt asked me to convince, so I wrote an argument with a claim and reasons.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: : ”

“OWN, Independent: Model: Students should serve their community. Service helps people in need and teaches responsibility. As President Kennedy hoped, people should think about “what we could give,” not only: what they could receive.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: Students should serve their community. Service helps people in need and teaches • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Should students serve their community? Decide the genre the prompt calls for, then write a full response in that genre.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Should students serve their community?”

▶ *Remind students of the scope: Decide the genre the prompt calls for, then write a full response in that genre.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 4 of 36 · Module 4 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Students should serve their community. Service helps people in need, and it teaches young people responsibility. As President Kennedy hoped, people should think about “what we could give.” For these reasons, serving the community is worth every student’s effort.



NOTICE

Foundational

Writes in the wrong genre.



CHOOSE

Emergent

Genre is unclear.



SHOW

Visible

Writes in the right genre.



OWN

Independent

Writes a full response in the right genre.



DEFEND

Reflective

Writes in the right genre and defends the choice.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

“Let’s check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level’s description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Writes in the wrong genre.”

“CHOOSE, Emergent: Genre is unclear.”

“SHOW, Visible: Writes in the right genre.”

“OWN, Independent: Writes a full response in the right genre.”

“DEFEND, Reflective: Writes in the right genre and defends the choice.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Writes in the wrong genre. • CHOOSE: Genre is unclear. • SHOW: Writes in the right genre. • OWN: Writes a full response in the right genre. • DEFEND: Writes in the right genre and defends the choice.

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Prepare

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Short Constructed Response, Building a Thesis with Evidence

STUDENT LEARNING OBJECTIVE

Students will write a Short Constructed Response with a clear thesis (central idea), one piece of exact evidence, and an explanation that tells what the evidence proves.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a Short Constructed Response with a clear thesis (central idea), one piece of exact evidence, and an explanation that tells what the evidence proves.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a Short Constructed Response with a clear thesis (central idea), one piece of exact evidence, and an explanation that tells what the evidence proves.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 1 • Module 1

I WILL...

- I will read the passage and decide on my thesis (central idea).
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear thesis (central idea) that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my thesis (central idea)."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear thesis (central idea) that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the passage and the prompt. **Find the sentence that answers the prompt (the thesis), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Why did the barons want the king to follow rules?

Passage: "The barons wanted the king to follow rules. They believed even the king should not have complete power. The king collected heavy taxes and made unfair decisions."

YOUR TURN

Underline the thesis. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Thesis and the Evidence

~3 min

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

"Let's warm up our writer's eyes. Find the Thesis and the Evidence."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Stronger Word

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 1 • Module 1

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact word.**

MATERIAL

A: "The barons did not like the king's choices."

B: "The barons believed the king's unfair choices gave him too much power."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Stronger Word

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

SHOW, Visible

TASK

Put the three parts together. **Write a thesis, add the evidence, then explain what it proves.**

MATERIAL

Thesis: The barons wanted the king to follow rules because he used his power unfairly.

Evidence: "The king collected heavy taxes and made unfair decisions."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show Thesis, Evidence, and Explanation

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 1 • Module 1



OWN, Independent

TASK

Now write a full Short Constructed Response on your own. **Include a thesis, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Why did the barons want the king to follow rules?

Remember: thesis (central idea), then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

**DEFEND, Reflective****TASK**

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The king made bad choices."

After: _____

**YOUR TURN**

Rewrite the sentence with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Thesis: the barons wanted the king to follow rules because he had too much power. Evidence: "The king collected heavy taxes and made unfair decisions."



CHOOSE

Emergent

B. It uses exact words ("unfair choices," "too much power") and explains the larger idea, not just that they did not like it.



SHOW

Visible

Explanation sample: This shows the king treated people unfairly, so the barons wanted rules to limit his power.



OWN

Independent

Model: The barons wanted the king to follow rules because he had too much power. The passage says, "The king collected heavy taxes and made unfair decisions." This proves the king treated people unfairly, so the barons wanted fair rules that even the king had to obey.



DEFEND

Reflective

After sample: "The king made unfair, harmful choices." The words "unfair" and "harmful" tell the reader exactly how the choices affected people, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Thesis: the barons wanted the king to follow rules because he had too much power. Evidence: "The king collected heavy taxes and made unfair decisions.""

"CHOOSE, Emergent: B. It uses exact words ("unfair choices," "too much power") and explains the larger idea, not just that: they did not like it."

"SHOW, Visible: Explanation sample: This shows the king treated people unfairly, so the barons wanted rules to limit: his power."

"OWN, Independent: Model: The barons wanted the king to follow rules because he had too much power. The passage says, "The king collected heavy taxes and made unfair decisions." This proves the king treated people: unfairly, so the barons wanted fair rules that even the king had to obey."

"DEFEND, Reflective: After sample: "The king made unfair, harmful choices." The words "unfair" and "harmful" tell the reader: exactly how the choices affected people, which shows stronger thinking."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: The barons wanted the king to follow rules because he had too much power. The passage • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why did the barons want the king to follow rules? Write a Short Constructed Response with a thesis (central idea), one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why did the barons want the king to follow rules?”

▶ *Remind students of the scope: Write a Short Constructed Response with a thesis (central idea), one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 5 of 36 · Module 1 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The barons wanted the king to follow rules because he had too much power. The passage says, "The king collected heavy taxes and made unfair decisions." This proves the king treated people unfairly, so the barons wanted fair rules that even the king had to obey.



NOTICE
Foundational

Retells a fact from the passage without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a thesis and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear thesis, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise thesis, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact from the passage without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a thesis and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear thesis, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise thesis, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact from the passage without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a thesis and gives one piece of evidence, with a simple explanation. • OWN: States a clear thesis, gives exact evidence, and explains what it proves. • DEFEND: States a precise thesis, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 5 of 36 • Module 1 • Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Build a Strong Thesis (Central Idea)

STUDENT LEARNING OBJECTIVE

Students will build a strong thesis (central idea) that clearly answers the prompt and sets up the rest of the response.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will build a strong thesis (central idea) that clearly answers the prompt and sets up the rest of the response.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will build a strong thesis (central idea) that clearly answers the prompt and sets up the rest of the response.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

I WILL...

- I will read the prompt and turn it into a clear thesis.
- I will make my thesis answer the whole prompt, not just part.
- I will use a strong reason word or method word to sharpen my thesis.
- I will check that my thesis states one clear central idea.

I CAN...

- I can write a thesis that answers the prompt.
- I can make my thesis clear and complete.
- I can use a reason word (because, since) to strengthen a WHY thesis.
- I can tell a strong thesis from a weak one.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the prompt and turn it into a clear thesis."

"I will make my thesis answer the whole prompt, not just part."

"I will use a strong reason word or method word to sharpen my thesis."

"I will check that my thesis states one clear central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can write a thesis that answers the prompt."

"I can make my thesis clear and complete."

"I can use a reason word (because, since) to strengthen a WHY thesis."

"I can tell a strong thesis from a weak one."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

A thesis is the sentence that answers the prompt. **Find the sentence that could be a thesis.**

MATERIAL

Prompt: Why did the barons force the king to sign the Magna Carta?

A: "The barons met the king at Runnymede."

B: "The barons forced the king to sign because they believed his power was unfair."

YOUR TURN

Point to the sentence that answers the prompt.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Thesis

~3 min

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

"Let's warm up our writer's eyes. Spot the Thesis."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Stronger Thesis

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 1 • Module 2

CHOOSE, Emergent

TASK

Both answer the prompt. **Choose the one that states a clear, complete central idea.**

MATERIAL

A: "The barons were mad."

B: "The barons forced the king to sign because they wanted fair rules that limited his power."

YOUR TURN

Choose the stronger thesis and name why.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Stronger Thesis

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Add a Reason Word

Slide 5 of 10

SHOW • Visible thinking

Cluster 1 • Module 2

SHOW, Visible

TASK

Sharpen a WHY thesis. **Add a reason word (because, since) to make the central idea clear.**

MATERIAL

Weak: "The barons wanted the king to agree to it."

Stronger: "The barons wanted the king to agree to it _____."

YOUR TURN

Finish the thesis with a reason.

Copyright 2027 The Writing Academy® LLC

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Add a Reason Word

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

Write a strong thesis for the prompt on your own. **Answer the whole prompt with one clear central idea.**

MATERIAL

Prompt: Why did the barons force the king to sign the Magna Carta?
Use a reason word to make it strong.



YOUR TURN

Write your thesis on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Thesis

~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your thesis again. **Upgrade one word to make the central idea sharper, then explain why.**

MATERIAL

Before: "The barons wanted change."

After: _____



YOUR TURN

Rewrite with a sharper word and defend it.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 1 • Module 2



NOTICE
Foundational

B answers the prompt. A only tells where they met, so it is not a thesis.



CHOOSE
Emergent

B. It gives a clear reason (fair rules that limited his power) and answers the whole prompt.



SHOW
Visible

Sample: "The barons wanted the king to agree to it because they believed his power should be limited by law."



OWN
Independent

Model: The barons forced the king to sign the Magna Carta because they believed even a king should have to follow fair laws.



DEFEND
Reflective

After sample: "The barons demanded fair limits on the king's power." "Demanded" and "fair limits" make the central idea sharper and more exact.

Copyright 2027 The Writing Academy® LLC

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: Sample: "The barons wanted the king to agree to it because they believed his power should be limited by: law.""

"OWN, Independent: Model: The barons forced the king to sign the Magna Carta because they believed even a king should: have to follow fair laws."

"DEFEND, Reflective: After sample: "The barons demanded fair limits on the king's power." "Demanded" and "fair limits": make the central idea sharper and more exact."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why did the barons force the king to sign the Magna Carta? Write a strong thesis (central idea) that answers the whole prompt, then add one piece of evidence and an explanation.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why did the barons force the king to sign the Magna Carta?”

▶ *Remind students of the scope: Write a strong thesis (central idea) that answers the whole prompt, then add one piece of evidence and an explanation.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The barons forced the king to sign the Magna Carta because they believed even a king should follow fair laws. The passage says, "They believed even the king should not have complete power." This proves the barons wanted rules that limited the king, so his power could not be unfair.



NOTICE

Foundational

Writes a sentence that does not answer the prompt.



CHOOSE

Emergent

Answers part of the prompt with a vague thesis.



SHOW

Visible

States a clear thesis that answers the prompt.



OWN

Independent

States a clear, complete thesis with a reason word.



DEFEND

Reflective

States a precise, complete thesis and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Writes a sentence that does not answer the prompt."

"CHOOSE, Emergent: Answers part of the prompt with a vague thesis."

"SHOW, Visible: States a clear thesis that answers the prompt."

"OWN, Independent: States a clear, complete thesis with a reason word."

"DEFEND, Reflective: States a precise, complete thesis and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Writes a sentence that does not answer the prompt. • CHOOSE: Answers part of the prompt with a vague thesis. • SHOW: States a clear thesis that answers the prompt. • OWN: States a clear, complete thesis with a reason word. • DEFEND: States a precise, complete thesis and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 6 of 36 • Module 2 • Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Prove It with Strong Evidence

STUDENT LEARNING OBJECTIVE

Students will choose strong text evidence that connects to the thesis and supports the central idea, not just any detail.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will choose strong text evidence that connects to the thesis and supports the central idea, not just any detail.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will choose strong text evidence that connects to the thesis and supports the central idea, not just any detail.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 1 • Module 3

I WILL...

- I will find evidence that connects to my thesis.
- I will use the CSI test to check that my evidence is strong.
- I will quote the exact words from the passage.
- I will skip details that do not support my central idea.

I CAN...

- I can choose evidence that supports my thesis.
- I can tell strong evidence from weak evidence.
- I can quote exact words from the passage.
- I can explain why my evidence is strong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will find evidence that connects to my thesis."

"I will use the CSI test to check that my evidence is strong."

"I will quote the exact words from the passage."

"I will skip details that do not support my central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can choose evidence that supports my thesis."

"I can tell strong evidence from weak evidence."

"I can quote exact words from the passage."

"I can explain why my evidence is strong."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 7 of 36 · Module 3 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Not every detail supports the thesis. **Find the detail that connects to the central idea.**

MATERIAL

Thesis: The Magna Carta limited the king's power.

A: "King John ruled England."

B: "It said that the king had to follow the law, just like everyone else."

YOUR TURN

Circle the evidence that supports the thesis.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find Evidence That Fits

~3 min

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

"Let's warm up our writer's eyes. Find Evidence That Fits."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

CHOOSE, Emergent

TASK

Check evidence with CSI: does it Connect, Support, and lead to an Idea? **Choose the stronger evidence.**

MATERIAL

A: "The Magna Carta was written in 1215."

B: "It said that the king had to follow the law, just like everyone else."

YOUR TURN

Choose the evidence that passes the CSI test.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Use the CSI Test

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Quote the Exact Words

Slide 5 of 10

SHOW • Visible thinking

Cluster 1 • Module 3

SHOW, Visible

TASK

Strong evidence uses the exact words. **Write the evidence sentence with quotation marks.**

MATERIAL

Thesis: The Magna Carta limited the king's power.

Evidence: _____

YOUR TURN

Write the exact quote from the passage.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Quote the Exact Words

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Choose Your Own Evidence

Slide 6 of 10

OWN • Independent thinking

Cluster 1 • Module 3



OWN, Independent

TASK

For the prompt, choose one strong piece of evidence on your own. **Make sure it passes the CSI test.**

MATERIAL

Prompt: How did the Magna Carta limit the king's power?
Quote the exact words that prove it.



YOUR TURN

Write your thesis and your evidence on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Choose Your Own Evidence

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your evidence. **Explain why it is strong using the CSI test.**

MATERIAL

My evidence: _____

Why it is strong: _____



YOUR TURN

Defend your choice with Connect, Support, Idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Evidence

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 1 • Module 3



NOTICE
Foundational

B supports the thesis (the king had to follow the law). A only names the king, so it does not prove the point.



CHOOSE
Emergent

B. It connects to the thesis, supports the central idea (limited power), and leads to the idea of fairness. A is only a date.



SHOW
Visible

Sample: The passage says, "It said that the king had to follow the law, just like everyone else."



OWN
Independent

Model: The Magna Carta limited the king's power. The passage says, "It said that the king had to follow the law, just like everyone else."



DEFEND
Reflective

Sample: My evidence connects to the thesis, supports the idea that the king's power was limited, and leads to the bigger idea that laws apply to everyone.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: B supports the thesis (the king had to follow the law). A only names the king, so it does not prove the point."

"CHOOSE, Emergent: B. It connects to the thesis, supports the central idea (limited power), and leads to the idea of: fairness. A is only a date."

"SHOW, Visible: : "

"OWN, Independent: Model: The Magna Carta limited the king's power. The passage says, "It said that the king had to: follow the law, just like everyone else.""

"DEFEND, Reflective: Sample: My evidence connects to the thesis, supports the idea that the king's power was limited, and: leads to the bigger idea that laws apply to everyone."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did the Magna Carta limit the king's power? Write a thesis (central idea), choose one strong piece of exact evidence, and get ready to explain it.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did the Magna Carta limit the king's power?”

▶ *Remind students of the scope: Write a thesis (central idea), choose one strong piece of exact evidence, and get ready to explain it.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 7 of 36 · Module 3 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The Magna Carta limited the king's power by making him follow the law. The passage says, "It said that the king had to follow the law, just like everyone else." This evidence connects to the thesis and supports the central idea that even the king had to obey the rules.



NOTICE

Foundational

Uses a detail that does not support the thesis.



CHOOSE

Emergent

Uses a detail that only partly supports the thesis.



SHOW

Visible

Uses evidence that connects to the thesis.



OWN

Independent

Uses strong, exact evidence that passes the CSI test.



DEFEND

Reflective

Uses strong, exact evidence and defends it with the CSI test.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Uses a detail that does not support the thesis."

"CHOOSE, Emergent: Uses a detail that only partly supports the thesis."

"SHOW, Visible: Uses evidence that connects to the thesis."

"OWN, Independent: Uses strong, exact evidence that passes the CSI test."

"DEFEND, Reflective: Uses strong, exact evidence and defends it with the CSI test."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Uses a detail that does not support the thesis. • CHOOSE: Uses a detail that only partly supports the thesis. • SHOW: Uses evidence that connects to the thesis. • OWN: Uses strong, exact evidence that passes the CSI test. • DEFEND: Uses strong, exact evidence and defends it with the CSI test.

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Make the Evidence Mean Something

STUDENT LEARNING OBJECTIVE

Students will write the explanation sentence that tells what the evidence proves and why it matters, completing a full Short Constructed Response.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write the explanation sentence that tells what the evidence proves and why it matters, completing a full Short Constructed Response.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write the explanation sentence that tells what the evidence proves and why it matters, completing a full Short Constructed Response.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 1 • Module 4

I WILL...

- I will add an explanation sentence after my evidence.
- I will tell what the evidence proves, not just repeat it.
- I will connect the explanation back to my thesis.
- I will put all three parts together into one full response.

I CAN...

- I can write an explanation that tells what the evidence proves.
- I can connect my explanation to my thesis.
- I can avoid just repeating the quote.
- I can write a full response with thesis, evidence, and explanation.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will add an explanation sentence after my evidence."

"I will tell what the evidence proves, not just repeat it."

"I will connect the explanation back to my thesis."

"I will put all three parts together into one full response."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can write an explanation that tells what the evidence proves."

"I can connect my explanation to my thesis."

"I can avoid just repeating the quote."

"I can write a full response with thesis, evidence, and explanation."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.



NOTICE, Foundational

TASK

The explanation tells what the evidence proves. **Find the sentence that explains, not just repeats.**

MATERIAL

Evidence: "It said that the king had to follow the law, just like everyone else."

A: "The king had to follow the law."

B: "This proves that even a king was not above the rules, so power had limits."



YOUR TURN

Point to the explanation sentence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Explanation

⌚ ~3 min

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

"Let's warm up our writer's eyes. Spot the Explanation."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Real Explanation

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 1 • Module 4

CHOOSE, Emergent

TASK

One choice repeats, one explains. **Choose the sentence that tells what the evidence proves.**

MATERIAL

A: "The king followed the law."

B: "This shows the Magna Carta limited the king, so no ruler was above the law."

YOUR TURN

Choose the explanation and name why.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Real Explanation

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Write the Explanation

Slide 5 of 10

SHOW • Visible thinking

Cluster 1 • Module 4

SHOW, Visible

TASK

Add an explanation after the evidence. **Tell what it proves and why it matters.**

MATERIAL

Evidence: "It said that the king had to follow the law, just like everyone else."

Explanation: _____

YOUR TURN

Write one explanation sentence.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Write the Explanation

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write the Full Response

Slide 6 of 10

OWN • Independent thinking

Cluster 1 • Module 4



OWN, Independent

TASK

Put all three parts together. **Write a full response with thesis, evidence, and explanation.**

MATERIAL

Prompt: Why was the Magna Carta an important document?

Thesis, then evidence, then explanation.



YOUR TURN

Write your full response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write the Full Response

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your explanation again. **Upgrade one word to show stronger thinking, then defend it.**

MATERIAL

Before: "This shows it was good."

After: _____



YOUR TURN

Rewrite with a stronger word and defend it.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 1 • Module 4



NOTICE
Foundational

B explains what the evidence proves. A just repeats the quote in different words.



CHOOSE
Emergent

B. It tells what the evidence proves and connects to the central idea. A only restates the quote.



SHOW
Visible

Sample: This proves the Magna Carta limited the king's power, because even a ruler had to obey the same laws as everyone else.



OWN
Independent

Model: The Magna Carta was important because it limited the king's power. The passage says, "It said that the king had to follow the law, just like everyone else." This proves that even a ruler had to obey the law, which shows people long ago cared about fairness.



DEFEND
Reflective

After sample: "This proves the document protected fairness for everyone." "Proves" and "protected fairness" show exactly what the evidence means, which is stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: Sample: This proves the Magna Carta limited the king's power, because even a ruler had to obey the: same laws as everyone else."

"OWN, Independent: Model: The Magna Carta was important because it limited the king's power. The passage says, "It said that the king had to follow the law, just like everyone else." This proves that even a ruler had to: obey the law, which shows people long ago cared about fairness."

"DEFEND, Reflective: After sample: "This proves the document protected fairness for everyone." "Proves" and "protected: fairness" show exactly what the evidence means, which is stronger thinking."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: The Magna Carta was important because it limited the king's power. The passage says, "It • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why was the Magna Carta an important document? Write a full Short Constructed Response with a thesis (central idea), one piece of exact evidence, and an explanation of what it proves.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why was the Magna Carta an important document?”

▶ *Remind students of the scope: Write a full Short Constructed Response with a thesis (central idea), one piece of exact evidence, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 8 of 36 · Module 4 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The Magna Carta was important because it limited the king's power. The passage says, "It said that the king had to follow the law, just like everyone else." This proves that even a ruler had to obey the law, which shows people long ago cared about fairness and justice.



NOTICE

Foundational

Repeats the evidence without explaining it.



CHOOSE

Emergent

Gives a weak explanation that restates the quote.



SHOW

Visible

Explains what the evidence proves.



OWN

Independent

Explains what the evidence proves and connects it to the thesis.



DEFEND

Reflective

Explains clearly, connects to the thesis, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Repeats the evidence without explaining it."

"CHOOSE, Emergent: Gives a weak explanation that restates the quote."

"SHOW, Visible: Explains what the evidence proves."

"OWN, Independent: Explains what the evidence proves and connects it to the thesis."

"DEFEND, Reflective: Explains clearly, connects to the thesis, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Repeats the evidence without explaining it. • CHOOSE: Gives a weak explanation that restates the quote. • SHOW: Explains what the evidence proves. • OWN: Explains what the evidence proves and connects it to the thesis. • DEFEND: Explains clearly, connects to the thesis, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Growing the Tree

STUDENT LEARNING OBJECTIVE

Students will build the parts of an informative response like a tree: a trunk (thesis), branches (reasons), and leaves (evidence).

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will build the parts of an informative response like a tree: a trunk (thesis), branches (reasons), and leaves (evidence).”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will build the parts of an informative response like a tree: a trunk (thesis), branches (reasons), and leaves (evidence).

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 2 • Module 1

I WILL...

- I will name the parts of the writing tree.
- I will match the trunk to the thesis and the leaves to the evidence.
- I will plan my response with a trunk, branches, and leaves.
- I will keep every part connected to the central idea.

I CAN...

- I can name the trunk, branches, and leaves of a response.
- I can match each part to thesis, reasons, and evidence.
- I can plan a response with all the parts.
- I can keep my parts connected.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will name the parts of the writing tree."

"I will match the trunk to the thesis and the leaves to the evidence."

"I will plan my response with a trunk, branches, and leaves."

"I will keep every part connected to the central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can name the trunk, branches, and leaves of a response."

"I can match each part to thesis, reasons, and evidence."

"I can plan a response with all the parts."

"I can keep my parts connected."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

The writing tree has a trunk (thesis), branches (reasons), and leaves (evidence). **Match each part to the writing it names.**

MATERIAL

Trunk = the thesis, the central idea.

Branches = the reasons or ways.

Leaves = the evidence from the passage.

YOUR TURN

Match trunk, branches, and leaves to thesis, reasons, evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Name the Parts of the Tree

~3 min

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

“Let's warm up our writer's eyes. Name the Parts of the Tree.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Trunk

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 1

CHOOSE, Emergent

TASK

The trunk holds up the whole tree. **Choose the sentence that could be the trunk (thesis).**

MATERIAL

Prompt: Why are renewable resources helpful?

A: "Wind turbines spin in the wind."

B: "Renewable resources are helpful because they are clean and can be replaced."

YOUR TURN

Choose the trunk and name why.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Trunk

🕒 ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Add a Branch and a Leaf

Slide 5 of 10

SHOW • Visible thinking

Cluster 2 • Module 1

SHOW, Visible

TASK

A branch is a reason; a leaf is the evidence. **Add one branch and one leaf to the trunk.**

MATERIAL

Trunk: Renewable resources are helpful.

Branch (reason): _____

Leaf (evidence): _____

YOUR TURN

Write one reason and one piece of evidence.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Add a Branch and a Leaf

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Plan Your Tree

Slide 6 of 10

OWN • Independent thinking

Cluster 2 • Module 1



OWN, Independent

TASK

Plan a full response like a tree on your own. **Write a trunk, one branch, and one leaf.**

MATERIAL

Prompt: Why are renewable resources helpful?

Trunk, then branch, then leaf.



YOUR TURN

Plan your tree on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Plan Your Tree

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Check the Tree

Slide 7 of 10

DEFEND • Reflective thinking

Cluster 2 • Module 1



DEFEND, Reflective

TASK

Look at your plan. **Check that every branch and leaf connects to the trunk, then fix one that does not.**

MATERIAL

My trunk: _____

A part that does not fit: _____



YOUR TURN

Prune any part that does not connect to the central idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Check the Tree

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 1



NOTICE
Foundational

Trunk is the thesis, branches are the reasons or ways, and leaves are the evidence.



CHOOSE
Emergent

B is the trunk. It states the central idea. A is only one detail, so it is a leaf.



SHOW
Visible

Branch: they cause less pollution. Leaf: the passage says renewable sources can help protect the environment while still providing energy.



OWN
Independent

Model trunk: Renewable resources are helpful because they are clean. Branch: they produce less pollution. Leaf: the passage says solar panels and wind turbines make electricity without burning fuel.



DEFEND
Reflective

Sample: I removed a leaf about how wind feels, because it did not support my trunk about renewable resources being helpful.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Branch: they cause less pollution. Leaf: the passage says renewable sources can help protect the: environment while still providing energy.”

“OWN, Independent: Model trunk: Renewable resources are helpful because they are clean. Branch: they produce less: pollution. Leaf: the passage says solar panels and wind turbines make electricity without burning fuel.”

“DEFEND, Reflective: Sample: I removed a leaf about how wind feels, because it did not support my trunk about renewable: resources being helpful.”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why are renewable resources helpful? Plan and write an informative response with a trunk (thesis), a branch (reason), and a leaf (evidence).

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why are renewable resources helpful?”

▶ *Remind students of the scope: Plan and write an informative response with a trunk (thesis), a branch (reason), and a leaf (evidence).*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Renewable resources are helpful because they are clean and can be replaced. They produce less pollution. The passage says, "Solar panels and wind turbines generate electricity without burning fuel." This shows renewable resources can power our lives while protecting the environment.



NOTICE

Foundational

Lists parts with no thesis.



CHOOSE

Emergent

Has a thesis but reasons or evidence do not connect.



SHOW

Visible

Builds a trunk with one branch and one leaf.



OWN

Independent

Builds a clear trunk with connected branches and leaves.



DEFEND

Reflective

Builds a clear tree and prunes parts that do not connect.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Lists parts with no thesis."

"CHOOSE, Emergent: Has a thesis but reasons or evidence do not connect."

"SHOW, Visible: Builds a trunk with one branch and one leaf."

"OWN, Independent: Builds a clear trunk with connected branches and leaves."

"DEFEND, Reflective: Builds a clear tree and prunes parts that do not connect."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Lists parts with no thesis. • CHOOSE: Has a thesis but reasons or evidence do not connect. • SHOW: Builds a trunk with one branch and one leaf. • OWN: Builds a clear trunk with connected branches and leaves. • DEFEND: Builds a clear tree and prunes parts that do not connect.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Writing Thesis (Central Idea)

STUDENT LEARNING OBJECTIVE

Students will write a clear thesis (central idea) that names the topic and the writer's point for an informative response.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a clear thesis (central idea) that names the topic and the writer's point for an informative response.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a clear thesis (central idea) that names the topic and the writer's point for an informative response.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 2 • Module 2

I WILL...

- I will name the topic in my thesis.
- I will add my point about the topic.
- I will keep my thesis to one clear central idea.
- I will make sure my thesis answers the prompt.

I CAN...

- I can name the topic in a thesis.
- I can add a clear point.
- I can write one central idea.
- I can match my thesis to the prompt.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will name the topic in my thesis."

"I will add my point about the topic."

"I will keep my thesis to one clear central idea."

"I will make sure my thesis answers the prompt."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can name the topic in a thesis."

"I can add a clear point."

"I can write one central idea."

"I can match my thesis to the prompt."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 10 of 36 · Module 2 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Find the Topic and the Point

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 2 • Module 2

NOTICE, Foundational

TASK

A thesis names a topic AND a point. **Find the topic and the point in the thesis.**

MATERIAL

Thesis: Columbus's voyage was important because it connected Europe and the Americas.

Topic: _____

Point: _____

YOUR TURN

Underline the topic; circle the point.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Topic and the Point

~3 min

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

"Let's warm up our writer's eyes. Find the Topic and the Point."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Clearer Thesis

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 2

CHOOSE, Emergent

TASK

Both name the topic. **Choose the one with a clear point.**

MATERIAL

A: "Columbus sailed a long way."

B: "Columbus's voyage was important because it connected two parts of the world."

YOUR TURN

Choose the clearer thesis and name why.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Clearer Thesis

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Add the Point

Slide 5 of 10

SHOW • Visible thinking

Cluster 2 • Module 2

SHOW, Visible

TASK

Turn a topic into a thesis. **Add a point that answers the prompt.**

MATERIAL

Topic only: "Columbus's voyage."

Thesis: "Columbus's voyage _____."

YOUR TURN

Finish the thesis with a clear point.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Add the Point

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 •
Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

Write a thesis for the prompt on your own. **Name the topic and add your point.**

MATERIAL

Prompt: Why was Columbus's voyage important?

Topic + point = thesis.



YOUR TURN

Write your thesis on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Thesis

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your thesis again. **Upgrade one word to sharpen the point, then defend it.**

MATERIAL

Before: "Columbus's voyage was a big deal."

After: _____



YOUR TURN

Rewrite with a sharper word and defend it.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

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

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 2



NOTICE
Foundational

Topic: Columbus's voyage. Point: it was important because it connected Europe and the Americas.



CHOOSE
Emergent

B. It names the topic AND a clear point (it connected two parts of the world).



SHOW
Visible

Sample: "Columbus's voyage was important because it opened trade between Europe and the Americas."



OWN
Independent

Model: Columbus's voyage was important because it connected Europe and the Americas and led to new trade.



DEFEND
Reflective

After sample: "Columbus's voyage changed history because it linked two parts of the world." "Changed history" and "linked" sharpen the point.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: Sample: "Columbus's voyage was important because it opened trade between Europe and the Americas.""

"OWN, Independent: Model: Columbus's voyage was important because it connected Europe and the Americas and led to: new trade."

"DEFEND, Reflective: After sample: "Columbus's voyage changed history because it linked two parts of the world.": "Changed history" and "linked" sharpen the point."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 •
Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why was Columbus's voyage important? Write a clear thesis (central idea) that names the topic and your point, then add one piece of evidence and an explanation.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why was Columbus's voyage important?”

▶ *Remind students of the scope: Write a clear thesis (central idea) that names the topic and your point, then add one piece of evidence and an explanation.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 •
Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Columbus's voyage was important because it connected Europe and the Americas. The passage says, "Ships traveled back and forth across the Atlantic Ocean carrying people, goods, and ideas." This proves the voyage linked two parts of the world and opened new trade.



NOTICE

Foundational

Names a topic with no point.



CHOOSE

Emergent

Gives a vague point.



SHOW

Visible

Names the topic and a clear point.



OWN

Independent

Names the topic and a sharp, clear point.



DEFEND

Reflective

Writes a sharp thesis and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Names a topic with no point."

"CHOOSE, Emergent: Gives a vague point."

"SHOW, Visible: Names the topic and a clear point."

"OWN, Independent: Names the topic and a sharp, clear point."

"DEFEND, Reflective: Writes a sharp thesis and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Names a topic with no point. • CHOOSE: Gives a vague point. • SHOW: Names the topic and a clear point. • OWN: Names the topic and a sharp, clear point. • DEFEND: Writes a sharp thesis and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Organizing Reasons and Ways

STUDENT LEARNING OBJECTIVE

Students will organize two reasons or ways that support the thesis in an order that makes sense.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will organize two reasons or ways that support the thesis in an order that makes sense.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will organize two reasons or ways that support the thesis in an order that makes sense.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 2 • Module 3

I WILL...

- I will list reasons or ways that support my thesis.
- I will put my reasons in an order that makes sense.
- I will use an order word to connect them.
- I will keep each reason tied to the central idea.

I CAN...

- I can list reasons that support my thesis.
- I can order my reasons.
- I can use order words (first, also, finally).
- I can connect reasons to the central idea.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will list reasons or ways that support my thesis."

"I will put my reasons in an order that makes sense."

"I will use an order word to connect them."

"I will keep each reason tied to the central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can list reasons that support my thesis."

"I can order my reasons."

"I can use order words (first, also, finally)."

"I can connect reasons to the central idea."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 11 of 36 · Module 3 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

List the Reasons

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 2 • Module 3

NOTICE, Foundational

TASK

Reasons and ways support the thesis. **Find two reasons that support the thesis.**

MATERIAL

Thesis: Renewable resources are helpful.

Reason A: they are clean.

Reason B: they can be replaced.

YOUR TURN

List two reasons that support the thesis.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • List the Reasons

~3 min

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

"Let's warm up our writer's eyes. List the Reasons."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Better Order

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 3

CHOOSE, Emergent

TASK

Order helps the reader follow. **Choose the clearer order of two reasons.**

MATERIAL

A: "Finally, they are clean. First, they can be replaced."

B: "First, they are clean. Also, they can be replaced."

YOUR TURN

Choose the clearer order and name why.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Better Order

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Add an Order Word

Slide 5 of 10

SHOW • Visible thinking

Cluster 2 • Module 3

SHOW, Visible

TASK

Connect two reasons. **Add an order word between them.**

MATERIAL

Reason 1: Renewable resources are clean.

Reason 2: _____ they can be replaced over time.

YOUR TURN

Add an order word to connect the reasons.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Add an Order Word

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

**OWN, Independent****TASK**

Plan two organized reasons for the prompt on your own. **Use order words.**

MATERIAL

Prompt: Why are renewable resources helpful?

Two reasons, ordered with order words.

**YOUR TURN**

Write your ordered reasons on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Organize on Your Own

~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Check the Order

Slide 7 of 10

DEFEND • Reflective thinking

Cluster 2 • Module 3



DEFEND, Reflective

TASK

Look at your reasons. **Check that the order makes sense, then fix one that is out of place.**

MATERIAL

My reasons: _____

A reason that is out of order: _____



YOUR TURN

Reorder any reason that does not follow.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Check the Order

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 3



NOTICE
Foundational

Reason A: they are clean. Reason B: they can be replaced. Both support the thesis.



CHOOSE
Emergent

B. It uses order words (First, Also) in a logical order that a reader can follow.



SHOW
Visible

Sample: "Renewable resources are clean. Also, they can be replaced over time."



OWN
Independent

Model: First, renewable resources are clean because they do not burn fuel. Also, they can be replaced over time by nature.



DEFEND
Reflective

Sample: I moved my strongest reason to the front so the response builds clearly.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: : "

"OWN, Independent: Model: First, renewable resources are clean because they do not burn fuel. Also, they can be: replaced over time by nature."

"DEFEND, Reflective: : "

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why are renewable resources helpful? Write a thesis (central idea), then organize two reasons with order words, adding evidence for each.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why are renewable resources helpful?”

▶ *Remind students of the scope: Write a thesis (central idea), then organize two reasons with order words, adding evidence for each.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Renewable resources are helpful for two reasons. First, they are clean, because they make energy without burning fuel. Also, they can be replaced over time. The passage says renewable resources “can be replaced over time and used again,” which shows why they help for the future.



NOTICE

Foundational

Lists reasons with no order.



CHOOSE

Emergent

Gives reasons but the order is unclear.



SHOW

Visible

Organizes two reasons in a clear order.



OWN

Independent

Organizes reasons with clear order words tied to the thesis.



DEFEND

Reflective

Organizes reasons well and revises the order for clarity.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Lists reasons with no order.”

“CHOOSE, Emergent: Gives reasons but the order is unclear.”

“SHOW, Visible: Organizes two reasons in a clear order.”

“OWN, Independent: Organizes reasons with clear order words tied to the thesis.”

“DEFEND, Reflective: Organizes reasons well and revises the order for clarity.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Lists reasons with no order. • CHOOSE: Gives reasons but the order is unclear. • SHOW: Organizes two reasons in a clear order. • OWN: Organizes reasons with clear order words tied to the thesis. • DEFEND: Organizes reasons well and revises the order for clarity.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Choosing Evidence

STUDENT LEARNING OBJECTIVE

Students will choose the strongest evidence for each reason and quote the exact words from the passage.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will choose the strongest evidence for each reason and quote the exact words from the passage.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will choose the strongest evidence for each reason and quote the exact words from the passage.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 2 • Module 4

I WILL...

- I will match evidence to each reason.
- I will choose the strongest, most exact evidence.
- I will quote the exact words.
- I will drop evidence that does not fit the reason.

I CAN...

- I can match evidence to a reason.
- I can choose strong evidence.
- I can quote exact words.
- I can explain why my evidence fits.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will match evidence to each reason."

"I will choose the strongest, most exact evidence."

"I will quote the exact words."

"I will drop evidence that does not fit the reason."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can match evidence to a reason."

"I can choose strong evidence."

"I can quote exact words."

"I can explain why my evidence fits."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational

TASK

Each reason needs evidence. **Find the evidence that fits the reason.**

MATERIAL

Reason: Renewable resources are clean.

A: "Wind can be used to generate electricity."

B: "Solar panels and wind turbines generate electricity without burning fuel."

YOUR TURN

Circle the evidence that best fits the reason.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Match Evidence to a Reason

~3 min

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

"Let's warm up our writer's eyes. Match Evidence to a Reason."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Strongest Evidence

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 4

CHOOSE, Emergent

TASK

Some evidence is stronger. **Choose the piece that best proves the reason.**

MATERIAL

A: "Energy comes from natural resources."

B: "Renewable resources produce less pollution."

YOUR TURN

Choose the strongest evidence and name why.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Strongest Evidence

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 •
Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Quote the Exact Words

Slide 5 of 10

SHOW • Visible thinking

Cluster 2 • Module 4

SHOW, Visible

TASK

Strong evidence uses exact words. **Write the evidence with quotation marks.**

MATERIAL

Reason: Renewable resources can be replaced.

Evidence: _____

YOUR TURN

Write the exact quote from the passage.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Quote the Exact Words

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 •
Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Choose Evidence on Your Own

Slide 6 of 10

OWN • Independent thinking

Cluster 2 • Module 4



OWN, Independent

TASK

For the prompt, choose evidence for two reasons on your own. **Quote the exact words.**

MATERIAL

Prompt: Why are renewable resources helpful?
One quote for each reason.



YOUR TURN

Write your reasons and evidence on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Choose Evidence on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 •
Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your evidence. **Explain why each piece fits its reason.**

MATERIAL

My evidence: _____

Why it fits: _____



YOUR TURN

Defend how each quote supports its reason.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Evidence

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 4



NOTICE
Foundational

B fits the reason about being clean (without burning fuel). A only says wind makes electricity.



CHOOSE
Emergent

B. It directly proves the reason that renewable resources are clean. A is too general.



SHOW
Visible

Sample: The passage says, "Renewable resources can be replaced over time and used again."



OWN
Independent

Model: Reason 1 (clean): the passage says renewable energy is made "without burning fuel." Reason 2 (renewable): the passage says they "can be replaced over time and used again."



DEFEND
Reflective

Sample: The quote about burning no fuel fits my clean reason, and the quote about being replaced fits my renewable reason.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: : "

"OWN, Independent: Model: Reason 1 (clean): the passage says renewable energy is made "without burning fuel." Reason: 2 (renewable): the passage says they "can be replaced over time and used again.""

"DEFEND, Reflective: Sample: The quote about burning no fuel fits my clean reason, and the quote about being replaced: fits my renewable reason."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 •
Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why are renewable resources helpful? Write a thesis (central idea), give two reasons, and choose one strong, exact piece of evidence for each.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why are renewable resources helpful?”

▶ *Remind students of the scope: Write a thesis (central idea), give two reasons, and choose one strong, exact piece of evidence for each.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 •
Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Renewable resources are helpful for two reasons. First, they are clean; the passage says they make energy “without burning fuel.” Also, they can be replaced; the passage says they “can be replaced over time and used again.” This evidence proves renewable resources help both the air and the future.



NOTICE

Foundational

Uses evidence that does not fit the reason.



CHOOSE

Emergent

Uses evidence that only partly fits.



SHOW

Visible

Matches one strong quote to a reason.



OWN

Independent

Matches strong, exact evidence to each reason.



DEFEND

Reflective

Matches strong evidence and defends why it fits.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Uses evidence that does not fit the reason.”

“CHOOSE, Emergent: Uses evidence that only partly fits.”

“SHOW, Visible: Matches one strong quote to a reason.”

“OWN, Independent: Matches strong, exact evidence to each reason.”

“DEFEND, Reflective: Matches strong evidence and defends why it fits.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Uses evidence that does not fit the reason. • CHOOSE: Uses evidence that only partly fits. • SHOW: Matches one strong quote to a reason. • OWN: Matches strong, exact evidence to each reason. • DEFEND: Matches strong evidence and defends why it fits.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 •
Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Your First Full TREES Response

STUDENT LEARNING OBJECTIVE

Students will build a full response using TREES: Topic sentence, Reasons, Evidence, Explanation, and Summary.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will build a full response using TREES: Topic sentence, Reasons, Evidence, Explanation, and Summary.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will build a full response using TREES: Topic sentence, Reasons, Evidence, Explanation, and Summary.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 3 • Module 1

I WILL...

- I will name each part of TREES.
- I will write a topic sentence and a summary.
- I will add a reason with evidence and explanation.
- I will keep every part connected to my central idea.

I CAN...

- I can name the parts of TREES.
- I can write a topic sentence.
- I can add reason, evidence, and explanation.
- I can write a summary.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will name each part of TREES."

"I will write a topic sentence and a summary."

"I will add a reason with evidence and explanation."

"I will keep every part connected to my central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can name the parts of TREES."

"I can write a topic sentence."

"I can add reason, evidence, and explanation."

"I can write a summary."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Name the TREES Parts

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 3 • Module 1



NOTICE, Foundational

TASK

TREES stands for Topic, Reasons, Evidence, Explanation, Summary. **Match each letter to the part it names.**

MATERIAL

T = Topic sentence (the central idea).

R = Reasons. E = Evidence. E = Explanation.

S = Summary sentence.



YOUR TURN

Match each letter of TREES to its part.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Name the TREES Parts

⌚ ~3 min

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

“Let's warm up our writer's eyes. Name the TREES Parts.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Topic Sentence

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 1

CHOOSE, Emergent

TASK

The topic sentence states the central idea. **Choose the sentence that could be the T.**

MATERIAL

Prompt: How did Texas's choice to join the United States affect the country?

A: "Texas is a state."

B: "Texas's choice to join the United States changed the country by adding land and starting a war."

YOUR TURN

Choose the topic sentence.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Topic Sentence

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 •
Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Add Reason, Evidence, Explanation

Slide 5 of 10

SHOW • Visible thinking

Cluster 3 • Module 1

SHOW, Visible

TASK

The middle of TREES proves the topic. **Add one reason, one piece of evidence, and one explanation.**

MATERIAL

Topic: Texas's choice changed the country.

Reason: _____ Evidence: _____ Explanation: _____

YOUR TURN

Write a reason, evidence, and explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Add Reason, Evidence, Explanation

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your TREES Response

Slide 6 of 10

OWN • Independent thinking

Cluster 3 • Module 1



OWN, Independent

TASK

Write a full TREES response on your own. **Include all five parts.**

MATERIAL

Prompt: How did Texas's choice affect the country?

Topic, reason, evidence, explanation, summary.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your TREES Response

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Check the Summary

Slide 7 of 10

DEFEND • Reflective thinking

Cluster 3 • Module 1



DEFEND, Reflective

TASK

The summary wraps up the central idea. **Check that your summary matches your topic, then fix it if not.**

MATERIAL

My topic: _____

My summary: _____



YOUR TURN

Make sure the summary echoes the central idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Check the Summary

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE
Foundational

T is the topic sentence, R is reasons, the first E is evidence, the second E is explanation, and S is the summary.



CHOOSE
Emergent

B is the topic sentence. It states the central idea. A is too general.



SHOW
Visible

Reason: it added new land. Evidence: the poem says, "The U.S. gained land across the West."
Explanation: this shows the choice made the country larger.



OWN
Independent

Model: Texas's choice to join the United States changed the country. One reason is that it added land, because the poem says, "The U.S. gained land across the West." This shows the country grew larger. In the end, one choice reshaped the whole nation.



DEFEND
Reflective

Sample: I revised my summary to say the choice reshaped the nation, so it matches my topic sentence.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: T is the topic sentence, R is reasons, the first E is evidence, the second E is explanation, and S is the: summary."

"CHOOSE, Emergent: : "

"SHOW, Visible: Reason: it added new land. Evidence: the poem says, "The U.S. gained land across the West.": explanation: this shows the choice made the country larger."

"OWN, Independent: Model: Texas's choice to join the United States changed the country. One reason is that it added land, because the poem says, "The U.S. gained land across the West." This shows the country grew larger.: in the end, one choice reshaped the whole nation."

"DEFEND, Reflective: Sample: I revised my summary to say the choice reshaped the nation, so it matches my topic: sentence."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: Texas's choice to join the United States changed the country. One reason is that it added land, • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did Texas's choice to join the United States affect the country? Write a full TREES response with a topic sentence, a reason, evidence, an explanation, and a summary.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did Texas's choice to join the United States affect the country?”

▶ *Remind students of the scope: Write a full TREES response with a topic sentence, a reason, evidence, an explanation, and a summary.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 ·
Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Texas's choice to join the United States changed the country. One reason is that it added land, because the poem says, "The U.S. gained land across the West." This shows the country grew larger and stronger. In the end, one choice reshaped the whole nation.



NOTICE
Foundational

Writes parts with no clear topic.



CHOOSE
Emergent

Has a topic but is missing reasons or evidence.



SHOW
Visible

Builds a topic with a reason and evidence.



OWN
Independent

Builds a full TREES response with all five parts.



DEFEND
Reflective

Builds a full TREES response and revises the summary to match.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Writes parts with no clear topic."

"CHOOSE, Emergent: Has a topic but is missing reasons or evidence."

"SHOW, Visible: Builds a topic with a reason and evidence."

"OWN, Independent: Builds a full TREES response with all five parts."

"DEFEND, Reflective: Builds a full TREES response and revises the summary to match."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Writes parts with no clear topic. · CHOOSE: Has a topic but is missing reasons or evidence. · SHOW: Builds a topic with a reason and evidence. · OWN: Builds a full TREES response with all five parts. · DEFEND: Builds a full TREES response and revises the summary to match.

· WRITING · Standards Sweep Teaching Deck · Sheet 13 of 36 · Module 1 · Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Recognizing Relational Prompt Types

STUDENT LEARNING OBJECTIVE

Students will recognize whether a prompt asks HOW, WHY, or in WHAT WAY, and shape the thesis to match.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will recognize whether a prompt asks HOW, WHY, or in WHAT WAY, and shape the thesis to match.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will recognize whether a prompt asks HOW, WHY, or in WHAT WAY, and shape the thesis to match.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 3 • Module 2

I WILL...

- I will read the prompt and name its type.
- I will match my thesis to the prompt type.
- I will use signal words that fit the prompt.
- I will make sure my thesis answers the exact question.

I CAN...

- I can name a prompt type (HOW, WHY, in what way).
- I can shape a thesis to match the prompt.
- I can use fitting signal words.
- I can check my thesis against the prompt.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the prompt and name its type."

"I will match my thesis to the prompt type."

"I will use signal words that fit the prompt."

"I will make sure my thesis answers the exact question."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can name a prompt type (HOW, WHY, in what way)."

"I can shape a thesis to match the prompt."

"I can use fitting signal words."

"I can check my thesis against the prompt."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 14 of 36 · Module 2 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Prompts ask in different ways. **Decide if this prompt asks HOW or WHY.**

MATERIAL

Prompt A: Why did the barons want change?

Prompt B: How did patrons help artists?

YOUR TURN

Label each prompt HOW or WHY.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Name the Prompt Type

~3 min

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

“Let's warm up our writer's eyes. Name the Prompt Type.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 •
Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Matching Thesis

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 2

CHOOSE, Emergent

TASK

The thesis should match the prompt type. **Choose the thesis that fits the HOW prompt.**

MATERIAL

Prompt: How did patrons help artists?

A: "Patrons were rich people."

B: "Patrons helped artists by giving them money and believing in their ideas."

YOUR TURN

Choose the matching thesis.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Matching Thesis

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

SHOW, Visible

TASK

A WHY prompt needs a reason. **Turn the prompt into a WHY thesis with a reason word.**

MATERIAL

Prompt: Why did people gather to hear the speaker?

Thesis: "People gathered _____."

YOUR TURN

Finish the WHY thesis with a reason.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Shape a WHY Thesis

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write a Matching Thesis

Slide 6 of 10

OWN • Independent thinking

Cluster 3 • Module 2



OWN, Independent

TASK

For the prompt, write a thesis that matches its type on your own.

MATERIAL

Prompt: How did patrons help artists in the past?
Match the HOW type.



YOUR TURN

Write your thesis on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write a Matching Thesis

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 •
Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your thesis. **Explain how it matches the prompt type.**

MATERIAL

My prompt type: _____

My thesis matches because: _____



YOUR TURN

Defend that your thesis fits the prompt.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Match

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 3 • Module 2



NOTICE
Foundational

A asks WHY (a reason). B asks HOW (a method or way).



CHOOSE
Emergent

B fits the HOW prompt. It tells the method (giving money, believing in ideas). A only describes patrons.



SHOW
Visible

Sample: "People gathered because they believed the message could change their lives."



OWN
Independent

Model: Patrons helped artists by funding their work and believing in their ideas, which let important work get made.



DEFEND
Reflective

Sample: My prompt asks HOW, and my thesis names the methods patrons used, so it matches.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: B fits the HOW prompt. It tells the method (giving money, believing in ideas). A only describes: patrons."

"SHOW, Visible: : "

"OWN, Independent: Model: Patrons helped artists by funding their work and believing in their ideas, which let important: work get made."

"DEFEND, Reflective: : "

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 •
Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did patrons help artists in the past? Write a thesis that matches the HOW prompt, then add evidence and an explanation.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did patrons help artists in the past?”

▶ *Remind students of the scope: Write a thesis that matches the HOW prompt, then add evidence and an explanation.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 14 of 36 · Module 2 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Patrons helped artists by giving them money and believing in their ideas. The drama says, "They believed in the artist or the idea, so they helped make it happen." This shows that support let important work get made.



NOTICE

Foundational

Thesis does not match the prompt type.



CHOOSE

Emergent

Thesis partly matches the prompt.



SHOW

Visible

Thesis matches the prompt type.



OWN

Independent

Thesis matches with fitting signal words.



DEFEND

Reflective

Thesis matches and the writer defends the match.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Thesis does not match the prompt type."

"CHOOSE, Emergent: Thesis partly matches the prompt."

"SHOW, Visible: Thesis matches the prompt type."

"OWN, Independent: Thesis matches with fitting signal words."

"DEFEND, Reflective: Thesis matches and the writer defends the match."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Thesis does not match the prompt type. • CHOOSE: Thesis partly matches the prompt. • SHOW: Thesis matches the prompt type. • OWN: Thesis matches with fitting signal words. • DEFEND: Thesis matches and the writer defends the match.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Magnifying Many Ideas into Three

STUDENT LEARNING OBJECTIVE

Students will narrow many ideas down to three strong reasons that support the thesis.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will narrow many ideas down to three strong reasons that support the thesis.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will narrow many ideas down to three strong reasons that support the thesis.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 3 • Module 3

I WILL...

- I will list many possible reasons.
- I will choose the three strongest.
- I will drop reasons that are weak or repeat.
- I will keep the three tied to the central idea.

I CAN...

- I can list possible reasons.
- I can choose the three strongest.
- I can drop weak reasons.
- I can connect three reasons to the thesis.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will list many possible reasons."

"I will choose the three strongest."

"I will drop reasons that are weak or repeat."

"I will keep the three tied to the central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can list possible reasons."

"I can choose the three strongest."

"I can drop weak reasons."

"I can connect three reasons to the thesis."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

List Many Ideas

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 3 • Module 3

NOTICE, Foundational

TASK

Start with many ideas. **List three or more reasons that could support the thesis.**

MATERIAL

Thesis: Ideas can last through time.

Possible reasons: people pass them on, they are written down, they are taught, songs carry them.

YOUR TURN

List the possible reasons.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • List Many Ideas

🕒 ~3 min

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

“Let's warm up our writer's eyes. List Many Ideas.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. *This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 •
Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Three Strongest

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 3

CHOOSE, Emergent

TASK

Not every idea is strong. **Choose the three strongest reasons.**

MATERIAL

- A: people pass ideas on.
- B: ideas are written down.
- C: the paper felt smooth.
- D: songs carry ideas.

YOUR TURN

Choose the three strongest and drop the weak one.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Three Strongest

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

 SHOW, Visible**TASK**

Magnify the best ideas. **Write your three chosen reasons in order.**

MATERIAL

Reason 1: _____

Reason 2: _____

Reason 3: _____

 YOUR TURN

Write your three strongest reasons.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Trim to Three ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 •
Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, list ideas and narrow to three on your own.

MATERIAL

Prompt: How do ideas last through time?
Many ideas, then the best three.



YOUR TURN

Write your three reasons on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Narrow on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 •
Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your three reasons. **Explain why each one is strong.**

MATERIAL

My three reasons: _____

Why each is strong: _____



YOUR TURN

Defend your three choices.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Three

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 3 • Module 3



NOTICE
Foundational

People pass ideas on, ideas are written down, ideas are taught, and songs carry them.



CHOOSE
Emergent

Keep A, B, and D. Drop C, because how the paper felt does not support the thesis.



SHOW
Visible

1: People pass ideas on. 2: Ideas are written down. 3: Songs carry ideas.



OWN
Independent

Model reasons: people teach the young, writers record ideas, and art keeps ideas alive.



DEFEND
Reflective

Sample: Each reason names a real way ideas travel, so all three support my thesis about ideas lasting.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: : ”

“OWN, Independent: : ”

“DEFEND, Reflective: Sample: Each reason names a real way ideas travel, so all three support my thesis about ideas: lasting.”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 •
Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How do ideas last through time? Choose your three strongest reasons and write a response that uses them with evidence.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How do ideas last through time?”

▶ *Remind students of the scope: Choose your three strongest reasons and write a response that uses them with evidence.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 15 of 36 ·
Module 3 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Ideas last through time in three ways. People teach them to the young, writers record them, and art keeps them alive. The poem says, "New hands can carry what is old," which shows each new group keeps ideas going.



NOTICE

Foundational

Lists many ideas with no thesis.



CHOOSE

Emergent

Chooses reasons that are weak or repeat.



SHOW

Visible

Narrows to three reasons.



OWN

Independent

Narrows to three strong, connected reasons.



DEFEND

Reflective

Narrows to three and defends each choice.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Lists many ideas with no thesis."

"CHOOSE, Emergent: Chooses reasons that are weak or repeat."

"SHOW, Visible: Narrows to three reasons."

"OWN, Independent: Narrows to three strong, connected reasons."

"DEFEND, Reflective: Narrows to three and defends each choice."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Lists many ideas with no thesis. • CHOOSE: Chooses reasons that are weak or repeat. • SHOW: Narrows to three reasons. • OWN: Narrows to three strong, connected reasons. • DEFEND: Narrows to three and defends each choice.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Matching Reasons, Evidence, and Explanation

STUDENT LEARNING OBJECTIVE

Students will match each reason to its own evidence and explanation so every part of the response connects.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will match each reason to its own evidence and explanation so every part of the response connects.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will match each reason to its own evidence and explanation so every part of the response connects.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 3 • Module 4

I WILL...

- I will give each reason its own evidence.
- I will add an explanation to each reason.
- I will keep evidence matched to the right reason.
- I will write a response where all the parts connect.

I CAN...

- I can match evidence to each reason.
- I can explain each piece of evidence.
- I can keep parts matched correctly.
- I can write a connected response.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will give each reason its own evidence."

"I will add an explanation to each reason."

"I will keep evidence matched to the right reason."

"I will write a response where all the parts connect."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can match evidence to each reason."

"I can explain each piece of evidence."

"I can keep parts matched correctly."

"I can write a connected response."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.



NOTICE, Foundational

TASK

Each reason needs its own evidence. **Match the evidence to the correct reason.**

MATERIAL

Reason 1: Roads carried ideas.

Reason 2: People traded goods.

Evidence: "New thoughts can travel with our feet."



YOUR TURN

Match the evidence to the right reason.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Match Evidence to a Reason

⌚ ~3 min

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

"Let's warm up our writer's eyes. Match Evidence to a Reason."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Matching Explanation

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 4

CHOOSE, Emergent

TASK

Explanation tells what the evidence proves. **Choose the explanation that fits the reason.**

MATERIAL

Reason: Roads carried ideas.

A: "Roads are made of stone."

B: "This shows that travel spread new thinking, not just goods."

YOUR TURN

Choose the fitting explanation.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Matching Explanation

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

 SHOW, Visible**TASK**

Put one reason together. **Write a reason, its evidence, and its explanation.**

MATERIAL

Reason: _____

Evidence: _____

Explanation: _____

 YOUR TURN

Write a matched reason, evidence, and explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Build One Full Part ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 •
Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write a Matched Response

Slide 6 of 10

OWN • Independent thinking

Cluster 3 • Module 4



OWN, Independent

TASK

Write a response where each reason has matched evidence and explanation, on your own.

MATERIAL

Prompt: How did trade routes help ideas spread?

Match each reason to its evidence and explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write a Matched Response

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 •
Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your response. **Explain how each reason, evidence, and explanation connect.**

MATERIAL

My matched parts: _____

Why they connect: _____



YOUR TURN

Defend that your parts match.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Matches

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 3 • Module 4



NOTICE
Foundational

The evidence about new thoughts matches Reason 1 (roads carried ideas).



CHOOSE
Emergent

B fits. It tells what the evidence proves about the reason. A is off topic.



SHOW
Visible

Reason: roads carried ideas. Evidence: "New thoughts can travel with our feet." Explanation: this proves travel spread thinking, not just goods.



OWN
Independent

Model: Trade routes helped ideas spread. One reason is that travelers shared knowledge; the poem says, "Then leave with knowledge someone shared," which shows learning traveled the routes.



DEFEND
Reflective

Sample: Each piece of evidence proves its own reason, and each explanation ties back to the thesis.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: Reason: roads carried ideas. Evidence: "New thoughts can travel with our feet." Explanation: this: proves travel spread thinking, not just goods."

"OWN, Independent: Model: Trade routes helped ideas spread. One reason is that travelers shared knowledge; the poem: says, "Then leave with knowledge someone shared," which shows learning traveled the routes."

"DEFEND, Reflective: : "

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did trade routes help ideas spread? Write a response where each reason has its own matched evidence and explanation.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did trade routes help ideas spread?”

▶ *Remind students of the scope: Write a response where each reason has its own matched evidence and explanation.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Trade routes helped ideas spread. One reason is that travelers shared knowledge. The poem says, "Then leave with knowledge someone shared." This proves that learning traveled the routes along with goods, so ideas moved from place to place.



NOTICE
Foundational

Evidence does not match the reasons.



CHOOSE
Emergent

Some evidence matches, some does not.



SHOW
Visible

Matches evidence to each reason.



OWN
Independent

Matches evidence and explanation to each reason.



DEFEND
Reflective

Matches all parts and defends the connections.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Evidence does not match the reasons."

"CHOOSE, Emergent: Some evidence matches, some does not."

"SHOW, Visible: Matches evidence to each reason."

"OWN, Independent: Matches evidence and explanation to each reason."

"DEFEND, Reflective: Matches all parts and defends the connections."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Evidence does not match the reasons. • CHOOSE: Some evidence matches, some does not. • SHOW: Matches evidence to each reason. • OWN: Matches evidence and explanation to each reason. • DEFEND: Matches all parts and defends the connections.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 •
Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

CREATURES Foundation

STUDENT LEARNING OBJECTIVE

Students will state a clear claim and support it with a reason, beginning an argumentative response.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will state a clear claim and support it with a reason, beginning an argumentative response.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will state a clear claim and support it with a reason, beginning an argumentative response.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 4 • Module 1

I WILL...

- I will read the prompt and state my claim.
- I will give one reason for my claim.
- I will support my reason with evidence.
- I will keep my claim clear and firm.

I CAN...

- I can state a claim.
- I can give a reason.
- I can support a reason with evidence.
- I can keep my claim clear.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the prompt and state my claim."

"I will give one reason for my claim."

"I will support my reason with evidence."

"I will keep my claim clear and firm."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a claim."

"I can give a reason."

"I can support a reason with evidence."

"I can keep my claim clear."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 17 of 36 · Module 1 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

What Is a Claim?

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 4 • Module 1

NOTICE, Foundational

TASK

A claim states what you believe. **Find the sentence that is a claim.**

MATERIAL

Prompt: Was Mansa Musa a wise leader?

A: "Mansa Musa was a king."

B: "Mansa Musa was a wise leader because he protected trade."

YOUR TURN

Point to the claim.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • What Is a Claim?

~3 min

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

"Let's warm up our writer's eyes. What Is a Claim?."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Stronger Claim

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 1

CHOOSE, Emergent

TASK

A strong claim is clear and firm. **Choose the stronger claim.**

MATERIAL

A: "Maybe Mansa Musa was okay."

B: "Mansa Musa was a wise leader who helped his kingdom grow."

YOUR TURN

Choose the stronger claim.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Claim

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 •
Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Add a Reason

Slide 5 of 10

SHOW • Visible thinking

Cluster 4 • Module 1

SHOW, Visible

TASK

A claim needs a reason. **Add one reason that supports the claim.**

MATERIAL

Claim: Mansa Musa was a wise leader.

Reason: _____

YOUR TURN

Write one reason.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible •
Add a Reason

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 •
Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write a clear claim with a reason on your own.

MATERIAL

Prompt: Was Mansa Musa a wise leader?

Claim + reason.



YOUR TURN

Write your claim on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • State Your Own Claim

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Defend Your Claim

Slide 7 of 10

DEFEND • Reflective thinking

Cluster 4 • Module 1



DEFEND, Reflective

TASK

Look at your claim. **Explain why it is clear and firm.**

MATERIAL

My claim: _____

Why it is strong: _____



YOUR TURN

Defend your claim.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Claim

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 1



NOTICE
Foundational

B is a claim. It states a belief and gives a reason. A only states a fact.



CHOOSE
Emergent

B. It is clear and firm. A is unsure and weak.



SHOW
Visible

Sample: because he made trade routes safe so his kingdom could grow rich.



OWN
Independent

Model: Mansa Musa was a wise leader because he protected traders, which brought more wealth to Mali.



DEFEND
Reflective

Sample: My claim states a firm belief and gives a reason, so a reader knows exactly what I think.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: : ”

“OWN, Independent: Model: Mansa Musa was a wise leader because he protected traders, which brought more wealth to: mali.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 •
Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Was Mansa Musa a wise leader? State a clear claim, give one reason, and support it with evidence from the passage.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Was Mansa Musa a wise leader?”

▶ *Remind students of the scope: State a clear claim, give one reason, and support it with evidence from the passage.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 17 of 36 ·
Module 1 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Mansa Musa was a wise leader because he protected the trade routes. The passage says, "He made sure traders could move safely, which brought more people and goods into Mali." This evidence shows his choices made the kingdom richer.



NOTICE

Foundational

States a fact, not a claim.



CHOOSE

Emergent

States a weak or unsure claim.



SHOW

Visible

States a clear claim with a reason.



OWN

Independent

States a firm claim with a supported reason.



DEFEND

Reflective

States a firm claim and defends it.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: States a fact, not a claim."

"CHOOSE, Emergent: States a weak or unsure claim."

"SHOW, Visible: States a clear claim with a reason."

"OWN, Independent: States a firm claim with a supported reason."

"DEFEND, Reflective: States a firm claim and defends it."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: States a fact, not a claim. • CHOOSE: States a weak or unsure claim. • SHOW: States a clear claim with a reason. • OWN: States a firm claim with a supported reason. • DEFEND: States a firm claim and defends it.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

From Facts to a Coherent Case

STUDENT LEARNING OBJECTIVE

Students will turn separate facts into a coherent case by linking evidence to the claim.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will turn separate facts into a coherent case by linking evidence to the claim.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will turn separate facts into a coherent case by linking evidence to the claim.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 4 • Module 2

I WILL...

- I will pick facts that support my claim.
- I will link each fact to the claim.
- I will use linking words to build my case.
- I will drop facts that do not help.

I CAN...

- I can pick supporting facts.
- I can link facts to my claim.
- I can use linking words.
- I can drop facts that do not help.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will pick facts that support my claim."

"I will link each fact to the claim."

"I will use linking words to build my case."

"I will drop facts that do not help."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can pick supporting facts."

"I can link facts to my claim."

"I can use linking words."

"I can drop facts that do not help."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 18 of 36 · Module 2 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Which Fact Helps?

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 4 • Module 2

NOTICE, Foundational

TASK

A case uses facts that support the claim. **Find the fact that supports the claim.**

MATERIAL

Claim: Trade made Mali wealthy.

A: "The desert was hot."

B: "Mali controlled important trade routes."

YOUR TURN

Circle the supporting fact.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Which Fact Helps?

⌚ ~3 min

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

"Let's warm up our writer's eyes. Which Fact Helps?."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Linking Word

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 2

CHOOSE, Emergent

TASK

Linking words build a case. **Choose the word that links a fact to the claim.**

MATERIAL

Fact: Mali controlled trade routes. _____ it grew wealthy.

A: However

B: As a result

YOUR TURN

Choose the linking word.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Linking Word

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Link a Fact

Slide 5 of 10

SHOW • Visible thinking

Cluster 4 • Module 2



SHOW, Visible

TASK

Build one part of the case. **Link a fact to the claim with a linking word.**

MATERIAL

Claim: Trade made Mali wealthy.

Fact + link: _____



YOUR TURN

Write a linked sentence.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Link a Fact

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 •
Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Build Your Case

Slide 6 of 10

OWN • Independent thinking

Cluster 4 • Module 2



OWN, Independent

TASK

For the prompt, link two facts to your claim on your own.

MATERIAL

Prompt: Did trade make Mali wealthy?

Two linked facts.



YOUR TURN

Write your case on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Build Your Case

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 •
Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your case. **Explain how your facts connect to the claim.**

MATERIAL

My facts: _____

How they connect: _____



YOUR TURN

Defend your case.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Case

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 2



NOTICE
Foundational

B supports the claim. A is a detail that does not help the case.



CHOOSE
Emergent

B (As a result). It shows the fact led to the claim. A would signal a contrast.



SHOW
Visible

Sample: Mali controlled important trade routes, so as a result, it grew wealthy.



OWN
Independent

Model: Trade made Mali wealthy. It controlled trade routes, so more goods came in. As a result, cities like Timbuktu grew busy and rich.



DEFEND
Reflective

Sample: Each fact leads to my claim with a linking word, so the case holds together.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: : ”

“OWN, Independent: Model: Trade made Mali wealthy. It controlled trade routes, so more goods came in. As a result, cities: like Timbuktu grew busy and rich.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 •
Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Did trade make Mali wealthy? Build a coherent case that links two facts to your claim with linking words.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Did trade make Mali wealthy?”

▶ *Remind students of the scope: Build a coherent case that links two facts to your claim with linking words.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 18 of 36 ·
Module 2 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Trade made Mali wealthy. Mali controlled important trade routes, so more goods came in. As a result, the passage says cities “became busy and important places.” Each fact links to the claim, showing trade built the kingdom’s wealth.



NOTICE

Foundational

Lists facts with no link to the claim.



CHOOSE

Emergent

Links some facts weakly.



SHOW

Visible

Links facts to the claim.



OWN

Independent

Links facts with clear linking words.



DEFEND

Reflective

Links facts and defends the case.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

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

“Let’s check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level’s description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Lists facts with no link to the claim.”

“CHOOSE, Emergent: Links some facts weakly.”

“SHOW, Visible: Links facts to the claim.”

“OWN, Independent: Links facts with clear linking words.”

“DEFEND, Reflective: Links facts and defends the case.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Lists facts with no link to the claim. · CHOOSE: Links some facts weakly. · SHOW: Links facts to the claim. · OWN: Links facts with clear linking words. · DEFEND: Links facts and defends the case.

· WRITING · Standards Sweep Teaching Deck · Sheet 18 of 36 · Module 2 · Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Understanding Others and Rebuttal

STUDENT LEARNING OBJECTIVE

Students will name another point of view and answer it with a short rebuttal.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will name another point of view and answer it with a short rebuttal.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will name another point of view and answer it with a short rebuttal.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 4 • Module 3

I WILL...

- I will name a different point of view.
- I will answer it with a reason.
- I will use a rebuttal word (although, even though).
- I will keep my own claim strong.

I CAN...

- I can name another point of view.
- I can answer it.
- I can use a rebuttal word.
- I can keep my claim strong.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will name a different point of view."

"I will answer it with a reason."

"I will use a rebuttal word (although, even though)."

"I will keep my own claim strong."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can name another point of view."

"I can answer it."

"I can use a rebuttal word."

"I can keep my claim strong."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 19 of 36 ·
Module 3 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Name the Other Side

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 4 • Module 3

NOTICE, Foundational

TASK

A rebuttal answers another view. **Find the other point of view.**

MATERIAL

Claim: The Coastal Plains is the best region for cities.

Other view: "Some say West Texas is better because of oil."

YOUR TURN

Underline the other point of view.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Name the Other Side

⌚ ~3 min

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

"Let's warm up our writer's eyes. Name the Other Side."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Rebuttal Word

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 3

CHOOSE, Emergent

TASK

Rebuttal words signal an answer. **Choose the word that begins a rebuttal.**

MATERIAL

_____ West Texas has oil, the Coastal Plains has ports and cities.

A: Because

B: Although

YOUR TURN

Choose the rebuttal word.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Rebuttal Word

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 •
Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Write a Rebuttal

Slide 5 of 10

SHOW • Visible thinking

Cluster 4 • Module 3

SHOW, Visible

TASK

Answer the other side. **Write a rebuttal that keeps your claim strong.**

MATERIAL

Other view: West Texas has oil.

Rebuttal: _____

YOUR TURN

Write one rebuttal sentence.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Write a Rebuttal

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 •
Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, name a different view and answer it on your own.

MATERIAL

Prompt: Which Texas region is best for business?
Other view + rebuttal.



YOUR TURN

Write your rebuttal on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Rebut on Your Own

~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 •
Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your rebuttal. **Explain how it answers the other side.**

MATERIAL

My rebuttal: _____

How it answers: _____



YOUR TURN

Defend your rebuttal.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Rebuttal

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 3



NOTICE
Foundational

The other view is that West Texas is better because of oil.



CHOOSE
Emergent

B (Although). It signals you are answering the other side. A gives a reason, not a rebuttal.



SHOW
Visible

Sample: Although West Texas has oil, the Coastal Plains has ports and big cities that connect Texas to the world.



OWN
Independent

Model: Some say the Great Plains is best for ranching. Although ranching matters, the Coastal Plains has ports and cities that support more kinds of business.



DEFEND
Reflective

Sample: I named the other view fairly, then gave a reason my claim is still stronger.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Sample: Although West Texas has oil, the Coastal Plains has ports and big cities that connect Texas: to the world.”

“OWN, Independent: Model: Some say the Great Plains is best for ranching. Although ranching matters, the Coastal Plains: has ports and cities that support more kinds of business.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 •
Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Which Texas region is best for business? Make a claim, then name another point of view and answer it with a rebuttal.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Which Texas region is best for business?”

▶ *Remind students of the scope: Make a claim, then name another point of view and answer it with a rebuttal.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 19 of 36 ·
Module 3 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The Coastal Plains is the best region for business. Some say West Texas is better because of oil. Although oil is valuable, the passage says the Coastal Plains has ports and large cities that “help connect Texas to other places through trade,” which supports more kinds of business.



NOTICE

Foundational

Ignores other points of view.



CHOOSE

Emergent

Names another view but does not answer it.



SHOW

Visible

Names and answers another view.



OWN

Independent

Answers with a clear rebuttal word.



DEFEND

Reflective

Answers well and defends the rebuttal.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Ignores other points of view.”

“CHOOSE, Emergent: Names another view but does not answer it.”

“SHOW, Visible: Names and answers another view.”

“OWN, Independent: Answers with a clear rebuttal word.”

“DEFEND, Reflective: Answers well and defends the rebuttal.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Ignores other points of view. · CHOOSE: Names another view but does not answer it. · SHOW: Names and answers another view. · OWN: Answers with a clear rebuttal word. · DEFEND: Answers well and defends the rebuttal.

· WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 •
Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Ending, Significance, and the Full Paper

STUDENT LEARNING OBJECTIVE

Students will write a conclusion that restates the claim and tells why it matters, completing the argument.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a conclusion that restates the claim and tells why it matters, completing the argument.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a conclusion that restates the claim and tells why it matters, completing the argument.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 4 • Module 4

I WILL...

- I will restate my claim in new words.
- I will tell why my claim matters.
- I will connect the ending to my reasons.
- I will put the whole paper together.

I CAN...

- I can restate my claim.
- I can tell why it matters.
- I can connect the ending to my case.
- I can finish the full paper.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will restate my claim in new words."

"I will tell why my claim matters."

"I will connect the ending to my reasons."

"I will put the whole paper together."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can restate my claim."

"I can tell why it matters."

"I can connect the ending to my case."

"I can finish the full paper."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 20 of 36 ·
Module 4 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Spot the Conclusion

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 4 • Module 4



NOTICE, Foundational

TASK

A conclusion restates the claim and its importance. **Find the conclusion sentence.**

MATERIAL

A: "Mansa Musa protected traders."

B: "Because of his wise choices, Mansa Musa built one of history's richest kingdoms."



YOUR TURN

Point to the conclusion.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Spot the Conclusion

🕒 ~3 min

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

"Let's warm up our writer's eyes. Spot the Conclusion."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Stronger Ending

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 4

CHOOSE, Emergent

TASK

An ending should show significance. **Choose the ending that tells why it matters.**

MATERIAL

A: "That is the end."

B: "His choices show that fair, safe trade can make a kingdom strong for centuries."

YOUR TURN

Choose the stronger ending.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Stronger Ending

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Write the Conclusion

Slide 5 of 10

SHOW • Visible thinking

Cluster 4 • Module 4

SHOW, Visible

TASK

Write a conclusion. **Restate the claim and add why it matters.**

MATERIAL

Claim: Mansa Musa was a wise leader.

Conclusion: _____

YOUR TURN

Write one conclusion sentence.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Write the Conclusion

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 •
Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

Put the claim, case, rebuttal, and conclusion together on your own.

MATERIAL

Prompt: Was Mansa Musa a wise leader?

Claim, reasons, rebuttal, conclusion.



YOUR TURN

Write your full argument on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Finish the Full Paper

~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Defend the Ending

Slide 7 of 10

DEFEND • Reflective thinking

Cluster 4 • Module 4



DEFEND, Reflective

TASK

Look at your conclusion. **Explain how it wraps up your argument.**

MATERIAL

My conclusion: _____

How it wraps up: _____



YOUR TURN

Defend your ending.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Ending

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 4



NOTICE
Foundational

B is the conclusion. It restates the claim and tells why it matters. A is a body detail.



CHOOSE
Emergent

B. It tells why the claim matters. A adds nothing.



SHOW
Visible

Sample: In the end, Mansa Musa's wise choices show that protecting trade can make a whole kingdom prosper.



OWN
Independent

Model: Mansa Musa was a wise leader. He protected traders, so Mali grew rich. Some say luck made Mali wealthy, but the passage shows his choices kept the routes safe. In the end, his wisdom built a kingdom remembered for centuries.



DEFEND
Reflective

Sample: My ending restates my claim and tells why it matters, so the argument feels finished.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Sample: In the end, Mansa Musa's wise choices show that protecting trade can make a whole: kingdom prosper.”

“OWN, Independent: Model: Mansa Musa was a wise leader. He protected traders, so Mali grew rich. Some say luck made Mali wealthy, but the passage shows his choices kept the routes safe. In the end, his wisdom built a: kingdom remembered for centuries.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: Mansa Musa was a wise leader. He protected traders, so Mali grew rich. Some say luck made • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 •
Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Was Mansa Musa a wise leader? Write a full argument with a claim, reasons, a rebuttal, and a conclusion that tells why it matters.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Was Mansa Musa a wise leader?”

▶ *Remind students of the scope: Write a full argument with a claim, reasons, a rebuttal, and a conclusion that tells why it matters.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Mansa Musa was a wise leader. He protected traders, so Mali grew rich, and cities like Timbuktu became centers of trade and learning. Some say Mali was simply lucky, but the passage shows his choices kept the routes safe. In the end, his wisdom built a kingdom remembered for centuries.



NOTICE

Foundational

Ends with no conclusion.



CHOOSE

Emergent

Restates the claim but not its importance.



SHOW

Visible

Restates the claim and its importance.



OWN

Independent

Writes a full paper with a strong conclusion.



DEFEND

Reflective

Writes a full paper and defends the ending.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Ends with no conclusion."

"CHOOSE, Emergent: Restates the claim but not its importance."

"SHOW, Visible: Restates the claim and its importance."

"OWN, Independent: Writes a full paper with a strong conclusion."

"DEFEND, Reflective: Writes a full paper and defends the ending."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Ends with no conclusion. • CHOOSE: Restates the claim but not its importance. • SHOW: Restates the claim and its importance. • OWN: Writes a full paper with a strong conclusion. • DEFEND: Writes a full paper and defends the ending.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 •
Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Building the Evidence Bridge

STUDENT LEARNING OBJECTIVE

Students will connect evidence to the thesis with a bridge sentence that explains the link.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will connect evidence to the thesis with a bridge sentence that explains the link.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will connect evidence to the thesis with a bridge sentence that explains the link.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 5 • Module 1

I WILL...

- I will add evidence after my thesis.
- I will write a bridge sentence that links them.
- I will tell how the evidence proves the thesis.
- I will avoid leaving evidence unexplained.

I CAN...

- I can add evidence to a thesis.
- I can write a bridge sentence.
- I can link evidence to the thesis.
- I can avoid unexplained evidence.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will add evidence after my thesis."

"I will write a bridge sentence that links them."

"I will tell how the evidence proves the thesis."

"I will avoid leaving evidence unexplained."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can add evidence to a thesis."

"I can write a bridge sentence."

"I can link evidence to the thesis."

"I can avoid unexplained evidence."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 21 of 36 · Module 1 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Find the Bridge

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 5 • Module 1

NOTICE, Foundational

TASK

A bridge links evidence to the thesis. **Find the sentence that bridges them.**

MATERIAL

Thesis: The Renaissance changed how people thought.

Evidence: “During the Renaissance, people began to study their ideas again.”

Bridge: “This shows that studying old ideas sparked new thinking.”

YOUR TURN

Point to the bridge sentence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Bridge

⌚ ~3 min

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

“Let's warm up our writer's eyes. Find the Bridge.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Real Bridge

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 5 • Module 1

CHOOSE, Emergent

TASK

A bridge explains, it does not repeat. **Choose the sentence that bridges.**

MATERIAL

A: "People studied ideas again."

B: "This shows that looking to the past helped people think in new ways."

YOUR TURN

Choose the bridge.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Real Bridge

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

SHOW, Visible

TASK

Add a bridge after evidence. **Explain how the evidence proves the thesis.**

MATERIAL

Evidence: "Artists like Raphael wanted their work to look real."

Bridge: _____

YOUR TURN

Write one bridge sentence.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Write the Bridge

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write a thesis, evidence, and a bridge on your own.

MATERIAL

Prompt: How did the Renaissance change the way people thought?

Thesis, evidence, bridge.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Bridge on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Defend the Bridge

Slide 7 of 10

DEFEND • Reflective thinking

Cluster 5 • Module 1



DEFEND, Reflective

TASK

Look at your bridge. **Explain how it links evidence to the thesis.**

MATERIAL

My bridge: _____

How it links: _____



YOUR TURN

Defend your bridge.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Bridge

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 5 • Module 1



NOTICE
Foundational

The bridge is the sentence that explains how the evidence proves the thesis.



CHOOSE
Emergent

B bridges. It explains the link. A only repeats the evidence.



SHOW
Visible

Sample: This shows Renaissance artists changed art by making it lifelike, which was new thinking.



OWN
Independent

Model: The Renaissance changed how people thought. The passage says, "They began to believe that citizens should have a voice." This shows people started to question old ideas about power.



DEFEND
Reflective

Sample: My bridge tells what the evidence proves and ties it back to my thesis.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: : "

"OWN, Independent: Model: The Renaissance changed how people thought. The passage says, "They began to believe: that citizens should have a voice." This shows people started to question old ideas about power."

"DEFEND, Reflective: : "

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did the Renaissance change the way people thought? Write a thesis, add evidence, and build a bridge that explains the link.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did the Renaissance change the way people thought?”

▶ *Remind students of the scope: Write a thesis, add evidence, and build a bridge that explains the link.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 21 of 36 ·
Module 1 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 5 • Module 1

MODEL ANSWER

The Renaissance changed how people thought. The passage says, "They began to believe that citizens should have a voice." This shows that people started to question old ideas about power and imagine a fairer world.



NOTICE

Foundational

Leaves evidence with no bridge.



CHOOSE

Emergent

Bridges weakly by repeating.



SHOW

Visible

Bridges evidence to the thesis.



OWN

Independent

Bridges clearly and connects to the thesis.



DEFEND

Reflective

Bridges clearly and defends the link.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Leaves evidence with no bridge."

"CHOOSE, Emergent: Bridges weakly by repeating."

"SHOW, Visible: Bridges evidence to the thesis."

"OWN, Independent: Bridges clearly and connects to the thesis."

"DEFEND, Reflective: Bridges clearly and defends the link."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Leaves evidence with no bridge. • CHOOSE: Bridges weakly by repeating. • SHOW: Bridges evidence to the thesis. • OWN: Bridges clearly and connects to the thesis. • DEFEND: Bridges clearly and defends the link.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 •
Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

HOW Ideas Connect and Differ

STUDENT LEARNING OBJECTIVE

Students will compare two ideas, telling how they connect and how they differ.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will compare two ideas, telling how they connect and how they differ.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will compare two ideas, telling how they connect and how they differ.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 5 • Module 2

I WILL...

- I will find how two ideas connect.
- I will find how they differ.
- I will use compare words (both, but, while).
- I will write a sentence that shows the link and the difference.

I CAN...

- I can tell how ideas connect.
- I can tell how they differ.
- I can use compare words.
- I can write a compare sentence.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will find how two ideas connect."

"I will find how they differ."

"I will use compare words (both, but, while)."

"I will write a sentence that shows the link and the difference."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can tell how ideas connect."

"I can tell how they differ."

"I can use compare words."

"I can write a compare sentence."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 22 of 36 · Module 2 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.



NOTICE, Foundational

TASK

Ideas can connect or differ. **Decide if the two ideas connect or differ.**

MATERIAL

Idea 1: Renaissance art tried to look real.

Idea 2: Renaissance ideas gave citizens a voice.



YOUR TURN

Label them connect or differ.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Connect or Differ?

⌚ ~3 min

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

“Let's warm up our writer's eyes. Connect or Differ?.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Compare Word

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 5 • Module 2

CHOOSE, Emergent

TASK

Compare words show the link. **Choose the word that shows two ideas differ.**

MATERIAL

Both art and government changed, _____ they changed in different ways.

A: because

B: but

YOUR TURN

Choose the compare word.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Compare Word

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 •
Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'



SHOW, Visible

TASK

Write one compare sentence. **Show how the ideas both connect and differ.**

MATERIAL

Idea 1 and Idea 2: _____



YOUR TURN

Write a compare sentence.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show Connect and Differ

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, compare two ideas on your own.

MATERIAL

Prompt: How did art and government both change in the Renaissance?
Show the connection and the difference.



YOUR TURN

Write your compare response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Compare on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Defend the Comparison

Slide 7 of 10

DEFEND • Reflective thinking

Cluster 5 • Module 2



DEFEND, Reflective

TASK

Look at your comparison. **Explain how you showed both connection and difference.**

MATERIAL

My comparison: _____

How it shows both: _____



YOUR TURN

Defend your comparison.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Comparison

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 5 • Module 2



NOTICE
Foundational

They connect: both show the Renaissance was a time of new thinking.



CHOOSE
Emergent

B (but). It shows a difference. A would give a reason.



SHOW
Visible

Sample: Both art and government changed during the Renaissance, but art changed how things looked while government changed who had power.



OWN
Independent

Model: Both art and government changed in the Renaissance. Art became more lifelike, while government ideas gave citizens more of a voice.



DEFEND
Reflective

Sample: I used 'both' to connect and 'while' to show the difference.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Sample: Both art and government changed during the Renaissance, but art changed how things: looked while government changed who had power.”

“OWN, Independent: Model: Both art and government changed in the Renaissance. Art became more lifelike, while: government ideas gave citizens more of a voice.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 •
Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did art and government both change in the Renaissance? Compare the two, showing how they connect and how they differ.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did art and government both change in the Renaissance?”

▶ *Remind students of the scope: Compare the two, showing how they connect and how they differ.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 22 of 36 · Module 2 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Both art and government changed during the Renaissance. Art became more lifelike, because the passage says artists “wanted their work to look real.” Government ideas changed too, but in a different way, because people “began to believe that citizens should have a voice.”



NOTICE
Foundational

Compares with no connection or difference.



CHOOSE
Emergent

Shows only a connection or only a difference.



SHOW
Visible

Shows how ideas connect and differ.



OWN
Independent

Shows connection and difference with compare words.



DEFEND
Reflective

Compares clearly and defends the comparison.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Compares with no connection or difference.”

“CHOOSE, Emergent: Shows only a connection or only a difference.”

“SHOW, Visible: Shows how ideas connect and differ.”

“OWN, Independent: Shows connection and difference with compare words.”

“DEFEND, Reflective: Compares clearly and defends the comparison.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Compares with no connection or difference. · CHOOSE: Shows only a connection or only a difference. · SHOW: Shows how ideas connect and differ. · OWN: Shows connection and difference with compare words. · DEFEND: Compares clearly and defends the comparison.

· WRITING · Standards Sweep Teaching Deck · Sheet 22 of 36 · Module 2 · Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

The RRR Conclusion Paragraph

STUDENT LEARNING OBJECTIVE

Students will write an RRR conclusion: Restate the thesis, Reflect on the evidence, and Reinforce why it matters.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write an RRR conclusion: Restate the thesis, Reflect on the evidence, and Reinforce why it matters.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write an RRR conclusion: Restate the thesis, Reflect on the evidence, and Reinforce why it matters.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 5 • Module 3

I WILL...

- I will restate my thesis in new words.
- I will reflect on my evidence.
- I will reinforce why the idea matters.
- I will keep the conclusion connected to my response.

I CAN...

- I can restate my thesis.
- I can reflect on evidence.
- I can reinforce the importance.
- I can write an RRR conclusion.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will restate my thesis in new words."

"I will reflect on my evidence."

"I will reinforce why the idea matters."

"I will keep the conclusion connected to my response."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can restate my thesis."

"I can reflect on evidence."

"I can reinforce the importance."

"I can write an RRR conclusion."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 23 of 36 ·
Module 3 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Name the Three Rs

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 5 • Module 3



NOTICE, Foundational

TASK

RRR means Restate, Reflect, Reinforce. **Match each R to what it does.**

MATERIAL

Restate = say the thesis in new words.

Reflect = look back at the evidence.

Reinforce = tell why it matters.



YOUR TURN

Match each R to its job.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Name the Three Rs

🕒 ~3 min

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

“Let's warm up our writer's eyes. Name the Three Rs.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Reinforce Sentence

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 5 • Module 3

CHOOSE, Emergent

TASK

Reinforce shows importance. **Choose the sentence that reinforces.**

MATERIAL

A: "That is all I have to say."

B: "These changes still shape how people think about fairness today."

YOUR TURN

Choose the reinforce sentence.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Reinforce Sentence

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 •
Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Write the RRR Conclusion

Slide 5 of 10

SHOW • Visible thinking

Cluster 5 • Module 3

SHOW, Visible

TASK

Write a short conclusion. **Restate, reflect, and reinforce in two or three sentences.**

MATERIAL

Thesis: The Renaissance changed how people thought.

Conclusion: _____

YOUR TURN

Write your RRR conclusion.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Write the RRR Conclusion

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 •
Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Conclude on Your Own

Slide 6 of 10

OWN • Independent thinking

Cluster 5 • Module 3



OWN, Independent

TASK

For the prompt, write an RRR conclusion on your own.

MATERIAL

Prompt: How did the Renaissance change the way people thought?
Restate, reflect, reinforce.



YOUR TURN

Write your conclusion on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Conclude on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 •
Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your conclusion. **Point to the Restate, Reflect, and Reinforce parts.**

MATERIAL

My conclusion: _____

My three Rs: _____



YOUR TURN

Defend your RRR conclusion.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Conclusion

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 5 • Module 3



NOTICE
Foundational

Restate says the thesis again, Reflect looks at the evidence, and Reinforce tells why it matters.



CHOOSE
Emergent

B reinforces. It tells why the idea still matters. A adds nothing.



SHOW
Visible

Sample: The Renaissance truly changed the way people thought. From lifelike art to new ideas about power, people began to question the old ways. These changes still shape how we value fairness today.



OWN
Independent

Model: In the end, the Renaissance changed how people saw the world. New art and new ideas about fairness grew together, and those ideas still matter today.



DEFEND
Reflective

Sample: My first sentence restates, my second reflects on the evidence, and my last reinforces why it matters.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Sample: The Renaissance truly changed the way people thought. From lifelike art to new ideas about power, people began to question the old ways. These changes still shape how we value fairness: today.”

“OWN, Independent: Model: In the end, the Renaissance changed how people saw the world. New art and new ideas: about fairness grew together, and those ideas still matter today.”

“DEFEND, Reflective: Sample: My first sentence restates, my second reflects on the evidence, and my last reinforces why it: matters.”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: Sample: The Renaissance truly changed the way people thought. From lifelike art to new ideas about • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did the Renaissance change the way people thought? Write a response and finish with an RRR conclusion (Restate, Reflect, Reinforce).

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did the Renaissance change the way people thought?”

▶ *Remind students of the scope: Write a response and finish with an RRR conclusion (Restate, Reflect, Reinforce).*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 •
Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The Renaissance changed how people thought. Artists made lifelike work, and people began to believe citizens should have a voice. In the end, these changes show a time when people questioned old ideas, and those ideas about fairness still shape the world today.



NOTICE

Foundational

Ends with no conclusion.



CHOOSE

Emergent

Restates only.



SHOW

Visible

Restates and reflects.



OWN

Independent

Writes a full RRR conclusion.



DEFEND

Reflective

Writes an RRR conclusion and defends the three Rs.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Ends with no conclusion."

"CHOOSE, Emergent: Restates only."

"SHOW, Visible: Restates and reflects."

"OWN, Independent: Writes a full RRR conclusion."

"DEFEND, Reflective: Writes an RRR conclusion and defends the three Rs."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Ends with no conclusion. • CHOOSE: Restates only. • SHOW: Restates and reflects. • OWN: Writes a full RRR conclusion. • DEFEND: Writes an RRR conclusion and defends the three Rs.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Seeing the Structure Through Color

STUDENT LEARNING OBJECTIVE

Students will color-code the parts of a response (thesis, evidence, explanation) to check that the structure is complete.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will color-code the parts of a response (thesis, evidence, explanation) to check that the structure is complete.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will color-code the parts of a response (thesis, evidence, explanation) to check that the structure is complete.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 5 • Module 4

I WILL...

- I will color my thesis one color.
- I will color my evidence another color.
- I will color my explanation a third color.
- I will check that every part is there.

I CAN...

- I can find the thesis.
- I can find the evidence.
- I can find the explanation.
- I can check the structure is complete.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will color my thesis one color."

"I will color my evidence another color."

"I will color my explanation a third color."

"I will check that every part is there."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can find the thesis."

"I can find the evidence."

"I can find the explanation."

"I can check the structure is complete."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

**NOTICE, Foundational****TASK**

Each part gets a color: thesis, evidence, explanation. **Match each sentence to its color.**

MATERIAL

Thesis (blue): the main idea.

Evidence (yellow): the quote.

Explanation (green): what it proves.

**YOUR TURN**

Match each part to its color.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Color the Parts

~3 min

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

“Let's warm up our writer's eyes. Color the Parts.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 •
Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Which Color Is Missing?

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 5 • Module 4

CHOOSE, Emergent

TASK

A complete response has all three colors. **Find the part that is missing.**

MATERIAL

Blue: Music connects Texans.

Yellow: “music has often been a bridge between people.”

Green: _____

YOUR TURN

Name the missing color.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Which Color Is Missing?

⌚ ~4 min

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

“Yesterday, well, a moment ago, we noticed. Now let's choose, with support.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

“What if I'm not sure?” Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?’

Add the Missing Part

Slide 5 of 10

SHOW • Visible thinking

Cluster 5 • Module 4

SHOW, Visible

TASK

Complete the structure. **Write the missing explanation (green).**

MATERIAL

Yellow evidence: “music has often been a bridge between people.”

Green explanation: _____

YOUR TURN

Write the explanation sentence.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Add the Missing Part

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

Write a full response and color-code it on your own.

MATERIAL

Prompt: Why is music a powerful way to connect people in Texas?
Blue thesis, yellow evidence, green explanation.



YOUR TURN

Write and color your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Color Your Own Response

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your colors. **Explain how the colors show your structure is complete.**

MATERIAL

My colors: _____

Why it is complete: _____



YOUR TURN

Defend your structure.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Structure

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 5 • Module 4



NOTICE
Foundational

Thesis is blue, evidence is yellow, explanation is green.



CHOOSE
Emergent

Green (the explanation) is missing. We need a sentence telling what the evidence proves.



SHOW
Visible

Sample: This shows that music helped people from different backgrounds feel connected.



OWN
Independent

Model: (blue) Music is a powerful way to connect Texans. (yellow) The passage says music “has often been a bridge between people.” (green) This shows people who came from different places could still share the feelings in a song.



DEFEND
Reflective

Sample: I have all three colors, so my response has a thesis, evidence, and explanation.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: : ”

“OWN, Independent: Model: (blue) Music is a powerful way to connect Texans. (yellow) The passage says music “has often been a bridge between people.” (green) This shows people who came from different places could still: share the feelings in a song.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: (blue) Music is a powerful way to connect Texans. (yellow) The passage says music “has often • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why is music a powerful way to connect people in Texas? Write a response and color-code the thesis, evidence, and explanation to show it is complete.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why is music a powerful way to connect people in Texas?”

▶ *Remind students of the scope: Write a response and color-code the thesis, evidence, and explanation to show it is complete.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 •
Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Music is a powerful way to connect people in Texas. The passage says music "has often been a bridge between people." This shows that even people from different backgrounds could share the feelings in a song, which brought communities together.



NOTICE

Foundational

Missing more than one part.



CHOOSE

Emergent

Missing one part.



SHOW

Visible

Has all three parts.



OWN

Independent

Has all three parts, clearly color-coded.



DEFEND

Reflective

Has all three parts and defends the structure.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Missing more than one part."

"CHOOSE, Emergent: Missing one part."

"SHOW, Visible: Has all three parts."

"OWN, Independent: Has all three parts, clearly color-coded."

"DEFEND, Reflective: Has all three parts and defends the structure."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Missing more than one part. • CHOOSE: Missing one part. • SHOW: Has all three parts. • OWN: Has all three parts, clearly color-coded. • DEFEND: Has all three parts and defends the structure.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

If You Have to Decide, Declare the Claim

STUDENT LEARNING OBJECTIVE

Students will read a decision prompt and declare a clear claim (their side).

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will read a decision prompt and declare a clear claim (their side).”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will read a decision prompt and declare a clear claim (their side).

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 6 • Module 1

I WILL...

- I will read the decision prompt.
- I will pick a side.
- I will declare my claim clearly.
- I will give one reason for my side.

I CAN...

- I can read a decision prompt.
- I can pick a side.
- I can declare a clear claim.
- I can give a reason.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the decision prompt."

"I will pick a side."

"I will declare my claim clearly."

"I will give one reason for my side."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can read a decision prompt."

"I can pick a side."

"I can declare a clear claim."

"I can give a reason."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

A decision prompt asks you to choose. **Decide which prompt asks for a claim.**

MATERIAL

A: What is weather?

B: Which is more useful to know, today's weather or the climate?

YOUR TURN

Label the decision prompt.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Decision or Fact?

~3 min

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

“Let's warm up our writer's eyes. Decision or Fact?.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 •
Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Clear Claim

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 6 • Module 1

CHOOSE, Emergent

TASK

A claim picks a side. **Choose the clearer claim.**

MATERIAL

A: "Weather and climate are both things."

B: "Knowing the climate is more useful because it helps people plan for the long term."

YOUR TURN

Choose the clear claim.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Clear Claim

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Declare a Claim

Slide 5 of 10

SHOW • Visible thinking

Cluster 6 • Module 1

SHOW, Visible

TASK

Pick a side and declare it. **Write a claim with one reason.**

MATERIAL

Prompt: Which is more useful to know, weather or climate?

Claim: _____

YOUR TURN

Write your claim.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Declare a Claim

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 •
Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Declare on Your Own

Slide 6 of 10

OWN • Independent thinking

Cluster 6 • Module 1



OWN, Independent

TASK

For the prompt, declare your claim on your own.

MATERIAL

Prompt: Which is more useful to know, weather or climate?
Pick a side and give a reason.



YOUR TURN

Write your claim on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Declare on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 •
Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your claim. **Explain why your side is clear.**

MATERIAL

My claim: _____

Why it is clear: _____



YOUR TURN

Defend your claim.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Declaration

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 6 • Module 1



NOTICE
Foundational

B is a decision prompt. It asks you to choose a side. A asks for a fact.



CHOOSE
Emergent

B declares a side with a reason. A does not pick a side.



SHOW
Visible

Sample: Knowing the climate is more useful because it helps people decide where to live and farm.



OWN
Independent

Model: Knowing the climate is more useful because it shows the usual patterns, so people can plan for the whole year.



DEFEND
Reflective

Sample: I picked one side and gave a reason, so a reader knows exactly what I think.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: : ”

“OWN, Independent: Model: Knowing the climate is more useful because it shows the usual patterns, so people can plan: for the whole year.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 •
Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Which is more useful to know, today's weather or the climate? Declare a clear claim and give one reason.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Which is more useful to know, today's weather or the climate?”

▶ *Remind students of the scope: Declare a clear claim and give one reason.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Knowing the climate is more useful than knowing today's weather because it shows the usual patterns over time. The passage says climate "describes the usual weather patterns of a place over a long period of time," which helps people plan for the whole year.



NOTICE

Foundational

Does not pick a side.



CHOOSE

Emergent

Picks a side but the claim is vague.



SHOW

Visible

Declares a clear claim.



OWN

Independent

Declares a clear claim with a reason.



DEFEND

Reflective

Declares a claim and defends it.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Does not pick a side."

"CHOOSE, Emergent: Picks a side but the claim is vague."

"SHOW, Visible: Declares a clear claim."

"OWN, Independent: Declares a clear claim with a reason."

"DEFEND, Reflective: Declares a claim and defends it."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Does not pick a side. • CHOOSE: Picks a side but the claim is vague. • SHOW: Declares a clear claim. • OWN: Declares a clear claim with a reason. • DEFEND: Declares a claim and defends it.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Magnify One Claim into Three Strong Reasons

STUDENT LEARNING OBJECTIVE

Students will grow one claim into three strong reasons that support it.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will grow one claim into three strong reasons that support it.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will grow one claim into three strong reasons that support it.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 6 • Module 2

I WILL...

- I will keep my claim in focus.
- I will list three reasons that support it.
- I will make each reason strong.
- I will connect each reason to the claim.

I CAN...

- I can keep my claim in focus.
- I can give three reasons.
- I can make reasons strong.
- I can connect reasons to the claim.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will keep my claim in focus."

"I will list three reasons that support it."

"I will make each reason strong."

"I will connect each reason to the claim."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can keep my claim in focus."

"I can give three reasons."

"I can make reasons strong."

"I can connect reasons to the claim."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 26 of 36 · Module 2 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

One Claim, Many Reasons

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 6 • Module 2

NOTICE, Foundational

TASK

A strong argument has several reasons. **Find reasons that support the claim.**

MATERIAL

Claim: The Coastal Plains is a great place to live.

Reasons: good farmland, big cities, ports for trade.

YOUR TURN

List the reasons that support the claim.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • One Claim, Many Reasons

⌚ ~3 min

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

“Let's warm up our writer's eyes. One Claim, Many Reasons.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Strong Reason

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 6 • Module 2

CHOOSE, Emergent

TASK

Some reasons are stronger. **Choose the stronger reason.**

MATERIAL

A: "The Coastal Plains is nice."

B: "The Coastal Plains has ports that connect Texas to trade around the world."

YOUR TURN

Choose the stronger reason.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Strong Reason

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

SHOW, Visible

TASK

Magnify the claim. **Write three strong reasons.**

MATERIAL

Claim: The Coastal Plains is a great place to live.

1: _____ 2: _____ 3: _____

YOUR TURN

Write three strong reasons.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Grow Three Reasons

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, grow your claim into three reasons on your own.

MATERIAL

Prompt: Is the Coastal Plains a great region to live in?

Claim + three reasons.



YOUR TURN

Write your reasons on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Magnify on Your Own

~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Defend the Three

Slide 7 of 10

DEFEND • Reflective thinking

Cluster 6 • Module 2



DEFEND, Reflective

TASK

Look at your reasons. **Explain why each is strong.**

MATERIAL

My three reasons: _____

Why each is strong: _____



YOUR TURN

Defend your three reasons.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Three

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 6 • Module 2



NOTICE
Foundational

Good farmland, big cities, and ports for trade all support the claim.



CHOOSE
Emergent

B is strong and specific. A is vague.



SHOW
Visible

1: rich farmland. 2: large cities with jobs. 3: ports for trade and travel.



OWN
Independent

Model: The Coastal Plains is a great place to live. It has rich farmland, large cities with jobs, and ports that connect Texas to the world.



DEFEND
Reflective

Sample: Each reason names a real benefit of the region, so all three support my claim.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: : ”

“OWN, Independent: Model: The Coastal Plains is a great place to live. It has rich farmland, large cities with jobs, and ports: that connect Texas to the world.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 •
Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Is the Coastal Plains a great region to live in? State a claim and support it with three strong reasons and evidence.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Is the Coastal Plains a great region to live in?”

▶ *Remind students of the scope: State a claim and support it with three strong reasons and evidence.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 •
Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The Coastal Plains is a great region to live in. It has rich farmland, large cities with jobs, and ports for trade. The passage says the region has "frequent rainfall" for farming and cities that "help connect Texas to other places through trade," which shows why so many people live there.



NOTICE

Foundational

Gives one weak reason.



CHOOSE

Emergent

Gives reasons that are vague.



SHOW

Visible

Gives three reasons.



OWN

Independent

Gives three strong, connected reasons.



DEFEND

Reflective

Gives three reasons and defends each.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Gives one weak reason."

"CHOOSE, Emergent: Gives reasons that are vague."

"SHOW, Visible: Gives three reasons."

"OWN, Independent: Gives three strong, connected reasons."

"DEFEND, Reflective: Gives three reasons and defends each."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Gives one weak reason. • CHOOSE: Gives reasons that are vague. • SHOW: Gives three reasons. • OWN: Gives three strong, connected reasons. • DEFEND: Gives three reasons and defends each.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Finishing the Argumentative Paper

STUDENT LEARNING OBJECTIVE

Students will add evidence to each reason and put the argument together into a full paper.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will add evidence to each reason and put the argument together into a full paper.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will add evidence to each reason and put the argument together into a full paper.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 6 • Module 3

I WILL...

- I will add evidence to each reason.
- I will explain how the evidence supports the claim.
- I will order my reasons.
- I will put the whole paper together.

I CAN...

- I can add evidence to a reason.
- I can explain the evidence.
- I can order my reasons.
- I can finish a full paper.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will add evidence to each reason."

"I will explain how the evidence supports the claim."

"I will order my reasons."

"I will put the whole paper together."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can add evidence to a reason."

"I can explain the evidence."

"I can order my reasons."

"I can finish a full paper."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 27 of 36 · Module 3 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Each reason needs evidence. **Find the evidence that fits the reason.**

MATERIAL

Reason: The Coastal Plains has good farmland.

Evidence: “The climate has warmth and humidity, with frequent rainfall.”

YOUR TURN

Match the evidence to the reason.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Evidence for a Reason

~3 min

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

“Let's warm up our writer's eyes. Evidence for a Reason.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 •
Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Better Support

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 6 • Module 3

CHOOSE, Emergent

TASK

Strong evidence proves the reason. **Choose the better support.**

MATERIAL

A: "Texas is big."

B: "Fishing, shipping, and jobs in large cities are also important to the economy."

YOUR TURN

Choose the better support.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Better Support

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Cluster 6
Module 3 •

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Add Evidence and Explanation

Slide 5 of 10

SHOW • Visible thinking

Cluster 6 • Module 3

SHOW, Visible

TASK

Build one full reason. **Add evidence and an explanation.**

MATERIAL

Reason: The Coastal Plains has jobs.

Evidence + explanation: _____

YOUR TURN

Write evidence and explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Add Evidence and Explanation

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

Put claim, three reasons with evidence, and a close together on your own.

MATERIAL

Prompt: Is the Coastal Plains a great region to live in?
Full argument.



YOUR TURN

Write your full paper on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Finish the Paper

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 •
Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your paper. **Explain how each reason has evidence that supports the claim.**

MATERIAL

My paper parts: _____

How they support the claim: _____



YOUR TURN

Defend your full paper.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Paper

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 6 • Module 3



NOTICE
Foundational

The evidence about warmth and rainfall fits the reason about good farmland.



CHOOSE
Emergent

B supports the reason about cities and jobs. A is too general.



SHOW
Visible

Sample: The passage says fishing and shipping “are also important to the economy,” which shows the region offers many kinds of work.



OWN
Independent

Model: The Coastal Plains is a great region to live in. It has farmland with “frequent rainfall,” large cities, and ports for trade. Because of these, many people build their lives here.



DEFEND
Reflective

Sample: Each reason has a quote that proves it, and each proves my claim.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Sample: The passage says fishing and shipping “are also important to the economy,” which shows the: region offers many kinds of work.”

“OWN, Independent: Model: The Coastal Plains is a great region to live in. It has farmland with “frequent rainfall,” large: cities, and ports for trade. Because of these, many people build their lives here.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 •
Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Is the Coastal Plains a great region to live in? Write a full argument with a claim, three reasons, evidence for each, and a close.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Is the Coastal Plains a great region to live in?”

▶ *Remind students of the scope: Write a full argument with a claim, three reasons, evidence for each, and a close.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 •
Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The Coastal Plains is a great region to live in. It has rich farmland, because the passage says the climate has "frequent rainfall." It has cities and jobs, because "fishing, shipping, and jobs in large cities are also important to the economy." For these reasons, many people choose to make their home here.



NOTICE

Foundational

Reasons have no evidence.



CHOOSE

Emergent

Some reasons have weak evidence.



SHOW

Visible

Reasons have matching evidence.



OWN

Independent

Full paper with evidence for each reason.



DEFEND

Reflective

Full paper and defends the support.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Reasons have no evidence."

"CHOOSE, Emergent: Some reasons have weak evidence."

"SHOW, Visible: Reasons have matching evidence."

"OWN, Independent: Full paper with evidence for each reason."

"DEFEND, Reflective: Full paper and defends the support."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Reasons have no evidence. • CHOOSE: Some reasons have weak evidence. • SHOW: Reasons have matching evidence. • OWN: Full paper with evidence for each reason. • DEFEND: Full paper and defends the support.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Beginning and Ending an Argument

STUDENT LEARNING OBJECTIVE

Students will write an introduction that hooks the reader and states the claim, and a conclusion that restates it.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write an introduction that hooks the reader and states the claim, and a conclusion that restates it.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write an introduction that hooks the reader and states the claim, and a conclusion that restates it.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 6 • Module 4

I WILL...

- I will write a hook to open.
- I will state my claim in the introduction.
- I will restate my claim in the conclusion.
- I will tell why my claim matters.

I CAN...

- I can write a hook.
- I can state my claim to open.
- I can restate my claim to close.
- I can tell why it matters.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will write a hook to open."

"I will state my claim in the introduction."

"I will restate my claim in the conclusion."

"I will tell why my claim matters."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can write a hook."

"I can state my claim to open."

"I can restate my claim to close."

"I can tell why it matters."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 28 of 36 · Module 4 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Hook or Claim?

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 6 • Module 4



NOTICE, Foundational

TASK

An introduction has a hook and a claim. **Match each part.**

MATERIAL

Hook: a sentence that grabs attention.

Claim: the sentence that states your side.



YOUR TURN

Match hook and claim.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Hook or Claim?

🕒 ~3 min

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

“Let's warm up our writer's eyes. Hook or Claim?.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 •
Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Better Hook

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 6 • Module 4

CHOOSE, Emergent

TASK

A hook draws the reader in. **Choose the stronger hook.**

MATERIAL

A: "I will write about Texas."

B: "Imagine choosing the perfect place to build your life."

YOUR TURN

Choose the stronger hook.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Better Hook

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Write a Hook and Claim

Slide 5 of 10

SHOW • Visible thinking

Cluster 6 • Module 4

SHOW, Visible

TASK

Open your argument. **Write a hook, then your claim.**

MATERIAL

Topic: the Coastal Plains.

Hook + claim: _____

YOUR TURN

Write your opening.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Write a Hook and Claim

⌚ ~4 min

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

“Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 •
Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write an introduction and conclusion on your own.

MATERIAL

Prompt: Is the Coastal Plains a great region to live in?

Hook, claim, and a closing that restates it.



YOUR TURN

Write your opening and closing on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Open and Close on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your opening and closing. **Explain how they frame your argument.**

MATERIAL

My opening: _____

My closing: _____



YOUR TURN

Defend your frame.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Frame

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 6 • Module 4



NOTICE
Foundational

The hook grabs attention; the claim states your side.



CHOOSE
Emergent

B draws the reader in. A just announces the topic.



SHOW
Visible

Sample: Imagine a place with farms, cities, and ports all at once. The Coastal Plains is a great region to live in.



OWN
Independent

Model: Open: Imagine choosing where to build your life. The Coastal Plains is a great region to live in.
Close: With its farms, cities, and ports, the Coastal Plains gives people everything they need to thrive.



DEFEND
Reflective

Sample: My hook draws the reader in, my claim states my side, and my close restates it and tells why it matters.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Sample: Imagine a place with farms, cities, and ports all at once. The Coastal Plains is a great region: to live in.”

“OWN, Independent: Model: Open: Imagine choosing where to build your life. The Coastal Plains is a great region to live in.: close: With its farms, cities, and ports, the Coastal Plains gives people everything they need to thrive.”

“DEFEND, Reflective: Sample: My hook draws the reader in, my claim states my side, and my close restates it and tells why: it matters.”

ANSWER KEY: NOTICE • CHOOSE • SHOW • OWN • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 •
Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Is the Coastal Plains a great region to live in? Write an introduction with a hook and claim, and a conclusion that restates your claim and why it matters.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Is the Coastal Plains a great region to live in?”

▶ *Remind students of the scope: Write an introduction with a hook and claim, and a conclusion that restates your claim and why it matters.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Imagine choosing the perfect place to build your life. The Coastal Plains is a great region to live in, with farmland, cities, and ports for trade. In the end, its rich land and busy cities give people everything they need to thrive, which is why so many Texans call it home.



NOTICE
Foundational

No hook or clear claim.



CHOOSE
Emergent

Weak hook or missing conclusion.



SHOW
Visible

Has a hook, claim, and conclusion.



OWN
Independent

Has a strong hook and a restated conclusion.



DEFEND
Reflective

Frames the argument well and defends the frame.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: No hook or clear claim."

"CHOOSE, Emergent: Weak hook or missing conclusion."

"SHOW, Visible: Has a hook, claim, and conclusion."

"OWN, Independent: Has a strong hook and a restated conclusion."

"DEFEND, Reflective: Frames the argument well and defends the frame."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: No hook or clear claim. • CHOOSE: Weak hook or missing conclusion. • SHOW: Has a hook, claim, and conclusion. • OWN: Has a strong hook and a restated conclusion. • DEFEND: Frames the argument well and defends the frame.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 •
Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Paths Connect People

STUDENT LEARNING OBJECTIVE

Students will explain how paths and roads connected people, using details from the poem.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will explain how paths and roads connected people, using details from the poem.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will explain how paths and roads connected people, using details from the poem.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 7 • Module 1

I WILL...

- I will find how roads connected people.
- I will choose a detail from the poem.
- I will explain what the detail shows.
- I will write a clear central idea.

I CAN...

- I can find how roads connected people.
- I can choose a poem detail.
- I can explain the detail.
- I can write a central idea.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will find how roads connected people."

"I will choose a detail from the poem."

"I will explain what the detail shows."

"I will write a clear central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can find how roads connected people."

"I can choose a poem detail."

"I can explain the detail."

"I can write a central idea."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 29 of 36 · Module 1 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

**NOTICE, Foundational****TASK**

The poem shows roads connecting people. **Find a line that shows connection.**

MATERIAL

A: "A road is more than dirt or stone;"

B: "Neighbors meet and goods are shared,"

**YOUR TURN**

Circle the line about connection.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Connection

~3 min

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

"Let's warm up our writer's eyes. Find the Connection."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 •
Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Best Detail

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 7 • Module 1

CHOOSE, Emergent

TASK

Some details show connection best. **Choose the strongest detail.**

MATERIAL

A: "Along the rivers, canoes glide,"

B: "And friendships grow because they cared."

YOUR TURN

Choose the strongest detail.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Best Detail

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Explain the Detail

Slide 5 of 10

SHOW • Visible thinking

Cluster 7 • Module 1

SHOW, Visible

TASK

Tell what the detail shows. **Write an explanation of your detail.**

MATERIAL

Detail: "Neighbors meet and goods are shared,"

Explanation: _____

YOUR TURN

Write an explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Explain the Detail

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.

**OWN, Independent****TASK**

For the prompt, write a central idea, a detail, and an explanation on your own.

MATERIAL

Prompt: How did paths and roads connect people?

Central idea, detail, explanation.

**YOUR TURN**

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write on Your Own

~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your response. **Explain how your detail proves your central idea.**

MATERIAL

My central idea: _____

How my detail proves it: _____



YOUR TURN

Defend your idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Idea

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 7 • Module 1



NOTICE
Foundational

B shows connection (neighbors meeting). A describes the road itself.



CHOOSE
Emergent

B shows people connecting (friendships grow). A only describes travel.



SHOW
Visible

Sample: This shows that roads did more than move goods; they helped people meet and build friendships.



OWN
Independent

Model: Paths and roads connected people. The poem says, "Neighbors meet and goods are shared." This shows roads brought people together to trade and become friends.



DEFEND
Reflective

Sample: My detail shows people meeting, which proves roads connected them.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: Sample: This shows that roads did more than move goods; they helped people meet and build: friendships."

"OWN, Independent: Model: Paths and roads connected people. The poem says, "Neighbors meet and goods are shared.": this shows roads brought people together to trade and become friends."

"DEFEND, Reflective: : "

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did paths and roads connect people? Write a central idea, choose a detail from the poem, and explain what it shows.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did paths and roads connect people?”

▶ *Remind students of the scope: Write a central idea, choose a detail from the poem, and explain what it shows.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 •
Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Paths and roads connected people. The poem says, "Neighbors meet and goods are shared." This shows that roads did more than move goods; they helped people meet, trade, and grow friendships.



NOTICE

Foundational

Retells the poem with no idea.



CHOOSE

Emergent

States an idea with a weak detail.



SHOW

Visible

States an idea with a fitting detail.



OWN

Independent

States an idea, detail, and explanation.



DEFEND

Reflective

States a clear idea and defends the detail.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells the poem with no idea."

"CHOOSE, Emergent: States an idea with a weak detail."

"SHOW, Visible: States an idea with a fitting detail."

"OWN, Independent: States an idea, detail, and explanation."

"DEFEND, Reflective: States a clear idea and defends the detail."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells the poem with no idea. • CHOOSE: States an idea with a weak detail. • SHOW: States an idea with a fitting detail. • OWN: States an idea, detail, and explanation. • DEFEND: States a clear idea and defends the detail.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

People Carry More Than Things

STUDENT LEARNING OBJECTIVE

Students will explain that travelers carried ideas and stories, not only goods.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will explain that travelers carried ideas and stories, not only goods.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will explain that travelers carried ideas and stories, not only goods.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 7 • Module 2

I WILL...

- I will find where the poem shows ideas traveling.
- I will choose a detail about ideas.
- I will explain what it shows.
- I will contrast goods with ideas.

I CAN...

- I can find ideas traveling.
- I can choose a detail.
- I can explain it.
- I can contrast goods and ideas.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will find where the poem shows ideas traveling."

"I will choose a detail about ideas."

"I will explain what it shows."

"I will contrast goods with ideas."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can find ideas traveling."

"I can choose a detail."

"I can explain it."

"I can contrast goods and ideas."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 30 of 36 · Module 2 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.



NOTICE, Foundational

TASK

Roads carried goods AND ideas. **Decide which line is about ideas.**

MATERIAL

A: "They carry salt and precious gold,"

B: "And news of places yet untold."



YOUR TURN

Label the line about ideas.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Goods or Ideas?

⌚ ~3 min

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

"Let's warm up our writer's eyes. Goods or Ideas?."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Idea Detail

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 7 • Module 2

CHOOSE, Emergent

TASK

Some details show ideas moving. **Choose the detail about ideas.**

MATERIAL

A: "With food and pottery tucked inside."

B: "New thoughts can travel with our feet."

YOUR TURN

Choose the idea detail.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Idea Detail

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Explain the Idea

Slide 5 of 10

SHOW • Visible thinking

Cluster 7 • Module 2

SHOW, Visible

TASK

Tell what it shows. **Write an explanation about ideas traveling.**

MATERIAL

Detail: "New thoughts can travel with our feet."

Explanation: _____

YOUR TURN

Write an explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Explain the Idea

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write a central idea, a detail, and an explanation on your own.

MATERIAL

Prompt: How did travelers carry more than goods?

Central idea, detail, explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your response. **Explain how your detail shows ideas traveled.**

MATERIAL

My central idea: _____

How my detail shows it: _____



YOUR TURN

Defend your idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Idea

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 7 • Module 2



NOTICE
Foundational

B is about ideas (news). A is about goods (salt and gold).



CHOOSE
Emergent

B shows ideas traveling (new thoughts). A is about goods.



SHOW
Visible

Sample: This shows that people carried new ideas along the roads, not just goods to trade.



OWN
Independent

Model: Travelers carried more than goods. The poem says, "New thoughts can travel with our feet."
This shows that roads spread ideas and stories along with trade.



DEFEND
Reflective

Sample: My detail names thoughts traveling, which proves people carried ideas.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: : "

"OWN, Independent: Model: Travelers carried more than goods. The poem says, "New thoughts can travel with our feet.": this shows that roads spread ideas and stories along with trade."

"DEFEND, Reflective: : "

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 •
Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did travelers carry more than goods? Write a central idea, choose a detail from the poem, and explain what it shows.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did travelers carry more than goods?”

▶ *Remind students of the scope: Write a central idea, choose a detail from the poem, and explain what it shows.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 30 of 36 · Module 2 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Travelers carried more than goods; they carried ideas. The poem says, "New thoughts can travel with our feet." This shows that roads spread stories and knowledge along with the goods people traded.



NOTICE

Foundational

Retells with no idea.



CHOOSE

Emergent

Weak detail.



SHOW

Visible

Fitting detail.



OWN

Independent

Idea, detail, and explanation.



DEFEND

Reflective

Clear idea and defended detail.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells with no idea."

"CHOOSE, Emergent: Weak detail."

"SHOW, Visible: Fitting detail."

"OWN, Independent: Idea, detail, and explanation."

"DEFEND, Reflective: Clear idea and defended detail."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells with no idea. • CHOOSE: Weak detail. • SHOW: Fitting detail. • OWN: Idea, detail, and explanation. • DEFEND: Clear idea and defended detail.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Connections Create Change

STUDENT LEARNING OBJECTIVE

Students will explain how connections between people led to change over time.

TEKS, Writing Process & Writing Genre

- | | |
|-------------------|--|
| 11(B)(iii) | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| 12(B)(i) | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea. |

ELPS Breakouts

- | | |
|-----------------|--|
| 4(C)(ii) | (Content-Area Vocabulary) Write using content-area vocabulary. |
| 4(F)(ix) | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| 4(G) | (Narrate and Explain) Write with increasing accuracy for a specific purpose. |
| 5(B) | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will explain how connections between people led to change over time.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will explain how connections between people led to change over time.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 7 • Module 3

I WILL...

- I will find where connections led to change.
- I will choose a detail about change.
- I will explain the change.
- I will connect it to my central idea.

I CAN...

- I can find change.
- I can choose a detail.
- I can explain the change.
- I can connect it to my idea.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will find where connections led to change."

"I will choose a detail about change."

"I will explain the change."

"I will connect it to my central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can find change."

"I can choose a detail."

"I can explain the change."

"I can connect it to my idea."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Find the Change

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 7 • Module 3

NOTICE, Foundational

TASK

Connections can bring change. **Find a line that shows change.**

MATERIAL

A: "A river bends, a pathway turns,"

B: "And sometimes change the lives they choose."

YOUR TURN

Circle the line about change.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Change

⌚ ~3 min

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

"Let's warm up our writer's eyes. Find the Change."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Change Detail

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 7 • Module 3

CHOOSE, Emergent

TASK

Some details show change best. **Choose the detail about change.**

MATERIAL

A: "Through morning sun or stormy gale."

B: "For when two different pathways meet, New thoughts can travel with our feet."

YOUR TURN

Choose the change detail.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Change Detail

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Explain the Change

Slide 5 of 10

SHOW • Visible thinking

Cluster 7 • Module 3

SHOW, Visible

TASK

Tell what changed. **Write an explanation of the change.**

MATERIAL

Detail: "When two different pathways meet, new thoughts can travel."

Explanation: _____

YOUR TURN

Write an explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Explain the Change

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write a central idea, a detail, and an explanation on your own.

MATERIAL

Prompt: How did connections between people create change?

Central idea, detail, explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write on Your Own

~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your response. **Explain how your detail shows change.**

MATERIAL

My central idea: _____

How my detail shows change: _____



YOUR TURN

Defend your idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Idea

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 7 • Module 3



NOTICE
Foundational

B shows change (changing lives). A describes the path.



CHOOSE
Emergent

B shows change (new thoughts when pathways meet). A describes weather.



SHOW
Visible

Sample: This shows that when people from different places met, they shared new ideas that changed how they lived.



OWN
Independent

Model: Connections created change. The poem says new thoughts travel “when two different pathways meet.” This shows that meeting new people brought new ideas that changed communities.



DEFEND
Reflective

Sample: My detail shows new ideas spreading when people meet, which is a change.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Sample: This shows that when people from different places met, they shared new ideas that changed: how they lived.”

“OWN, Independent: Model: Connections created change. The poem says new thoughts travel “when two different: pathways meet.” This shows that meeting new people brought new ideas that changed communities.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 •
Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did connections between people create change? Write a central idea, choose a detail from the poem, and explain the change.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did connections between people create change?”

▶ *Remind students of the scope: Write a central idea, choose a detail from the poem, and explain the change.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 31 of 36 · Module 3 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Connections between people created change. The poem says that "when two different pathways meet, new thoughts can travel with our feet." This shows that meeting new people spread new ideas, which slowly changed how communities lived and thought.



NOTICE

Foundational

Retells with no idea.



CHOOSE

Emergent

Weak detail.



SHOW

Visible

Fitting detail.



OWN

Independent

Idea, detail, and explanation.



DEFEND

Reflective

Clear idea and defended detail.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells with no idea."

"CHOOSE, Emergent: Weak detail."

"SHOW, Visible: Fitting detail."

"OWN, Independent: Idea, detail, and explanation."

"DEFEND, Reflective: Clear idea and defended detail."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells with no idea. • CHOOSE: Weak detail. • SHOW: Fitting detail. • OWN: Idea, detail, and explanation. • DEFEND: Clear idea and defended detail.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

What Will We Carry Forward?

STUDENT LEARNING OBJECTIVE

Students will explain how ideas and traditions are carried forward to the future.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will explain how ideas and traditions are carried forward to the future.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will explain how ideas and traditions are carried forward to the future.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 7 • Module 4

I WILL...

- I will find how ideas are carried forward.
- I will choose a detail from the poem.
- I will explain what lasts.
- I will write a thoughtful central idea.

I CAN...

- I can find ideas carried forward.
- I can choose a detail.
- I can explain what lasts.
- I can write a central idea.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will find how ideas are carried forward."

"I will choose a detail from the poem."

"I will explain what lasts."

"I will write a thoughtful central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can find ideas carried forward."

"I can choose a detail."

"I can explain what lasts."

"I can write a central idea."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

The poem shows ideas lasting. **Find a line about carrying ideas forward.**

MATERIAL

A: "A rule is written, strong and clear,"

B: "New hands can carry what is old."

YOUR TURN

Circle the line about lasting.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find What Lasts

~3 min

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

"Let's warm up our writer's eyes. Find What Lasts."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 •
Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Best Detail

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 7 • Module 4

CHOOSE, Emergent

TASK

Some details show lasting best. **Choose the strongest detail.**

MATERIAL

A: "A song is sung, a story told;"

B: "Its meaning travels year to year."

YOUR TURN

Choose the strongest detail.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Best Detail

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Explain What Lasts

Slide 5 of 10

SHOW • Visible thinking

Cluster 7 • Module 4

SHOW, Visible

TASK

Tell what lasts and how. **Write an explanation.**

MATERIAL

Detail: "Its meaning travels year to year."

Explanation: _____

YOUR TURN

Write an explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Explain What Lasts

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 •
Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write a central idea, a detail, and an explanation on your own.

MATERIAL

Prompt: How do we carry ideas forward to the future?

Central idea, detail, explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your response. **Explain how your detail shows ideas carried forward.**

MATERIAL

My central idea: _____

How my detail shows it: _____



YOUR TURN

Defend your idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Idea

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 7 • Module 4



NOTICE
Foundational

B shows ideas being carried forward (new hands carry what is old). A describes a rule.



CHOOSE
Emergent

B shows ideas lasting through time (traveling year to year). A describes a single moment.



SHOW
Visible

Sample: This shows that a good idea keeps its meaning as it passes from one year and one person to the next.



OWN
Independent

Model: We carry ideas forward when people pass them on. The poem says, "New hands can carry what is old." This shows that each new group keeps important ideas alive for the future.



DEFEND
Reflective

Sample: My detail shows new hands carrying old ideas, which proves ideas move to the future.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: Sample: This shows that a good idea keeps its meaning as it passes from one year and one person: to the next."

"OWN, Independent: Model: We carry ideas forward when people pass them on. The poem says, "New hands can carry: what is old." This shows that each new group keeps important ideas alive for the future."

"DEFEND, Reflective: : "

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 •
Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How do we carry ideas forward to the future? Write a central idea, choose a detail from the poem, and explain what lasts.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How do we carry ideas forward to the future?”

▶ *Remind students of the scope: Write a central idea, choose a detail from the poem, and explain what lasts.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 •
Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

We carry ideas forward when people pass them on. The poem says, "New hands can carry what is old." This shows that each new group keeps important ideas alive, so good ideas travel from the past into the future.



NOTICE

Foundational

Retells with no idea.



CHOOSE

Emergent

Weak detail.



SHOW

Visible

Fitting detail.



OWN

Independent

Idea, detail, and explanation.



DEFEND

Reflective

Clear idea and defended detail.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells with no idea."

"CHOOSE, Emergent: Weak detail."

"SHOW, Visible: Fitting detail."

"OWN, Independent: Idea, detail, and explanation."

"DEFEND, Reflective: Clear idea and defended detail."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells with no idea. • CHOOSE: Weak detail. • SHOW: Fitting detail. • OWN: Idea, detail, and explanation. • DEFEND: Clear idea and defended detail.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

PLACE, Where Does Change Begin?

STUDENT LEARNING OBJECTIVE

Students will explain how the place where people live shapes how a society develops.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ *Let a student or two share, then bring their attention to today's title on the board.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will explain how the place where people live shapes how a society develops.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will explain how the place where people live shapes how a society develops.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 8 • Module 1

I WILL...

- I will read the passage.
- I will choose evidence.
- I will explain what it proves.
- I will write a clear central idea.

I CAN...

- I can read the passage.
- I can choose evidence.
- I can explain it.
- I can write a central idea.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage."

"I will choose evidence."

"I will explain what it proves."

"I will write a clear central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can read the passage."

"I can choose evidence."

"I can explain it."

"I can write a central idea."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 33 of 36 · Module 1 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Place shapes a society. **Find the sentence about how place matters.**

MATERIAL

A: "Every society begins somewhere."

B: "Geography can create opportunities and challenges that influence how a society develops."

YOUR TURN

Circle the sentence about place.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Role of Place

~3 min

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

"Let's warm up our writer's eyes. Find the Role of Place."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 •
Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Best Evidence

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 8 • Module 1

CHOOSE, Emergent

TASK

Some evidence proves the role of place. **Choose the stronger evidence.**

MATERIAL

A: "The land around them does not decide everything."

B: "The location of a society can affect the food people grow, the homes they build, and the work they do."

YOUR TURN

Choose the stronger evidence.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Best Evidence

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Explain the Evidence

Slide 5 of 10

SHOW • Visible thinking

Cluster 8 • Module 1

SHOW, Visible

TASK

Tell what it proves. **Write an explanation.**

MATERIAL

Evidence: "The location of a society can affect the food people grow."

Explanation: _____

YOUR TURN

Write an explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Explain the Evidence

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 •
Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write a central idea, evidence, and explanation on your own.

MATERIAL

Prompt: How does place shape a society?

Central idea, evidence, explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

Defend Your Idea

Slide 7 of 10

DEFEND • Reflective thinking

Cluster 8 • Module 1



DEFEND, Reflective

TASK

Look at your response. **Explain how your evidence proves the central idea.**

MATERIAL

My idea: _____

How my evidence proves it: _____



YOUR TURN

Defend your idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Idea

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 8 • Module 1



NOTICE
Foundational

B explains how place shapes a society. A is a general opening.



CHOOSE
Emergent

B directly shows how place affects a society. A is a limit.



SHOW
Visible

Sample: This shows the land people live on shapes how they eat, live, and work.



OWN
Independent

Model: Place shapes a society. The passage says geography "can create opportunities and challenges." This shows the land offers what a society can build on and the problems it must solve.



DEFEND
Reflective

Sample: My evidence shows place affecting food, homes, and work, which proves place shapes a society.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: : "

"OWN, Independent: Model: Place shapes a society. The passage says geography "can create opportunities and: challenges." This shows the land offers what a society can build on and the problems it must solve."

"DEFEND, Reflective: Sample: My evidence shows place affecting food, homes, and work, which proves place shapes a: society."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 •
Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How does the place where people live shape a society? Write a central idea, choose evidence, and explain what it shows.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How does the place where people live shape a society?”

▶ *Remind students of the scope: Write a central idea, choose evidence, and explain what it shows.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 33 of 36 · Module 1 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The place where people live shapes their society. The passage says geography “can create opportunities and challenges that influence how a society develops.” This shows the land gives people resources to build on and problems they must solve together.



NOTICE

Foundational

Retells with no idea.



CHOOSE

Emergent

Weak evidence.



SHOW

Visible

Fitting evidence.



OWN

Independent

Idea, evidence, and explanation.



DEFEND

Reflective

Clear idea and defended evidence.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Retells with no idea.”

“CHOOSE, Emergent: Weak evidence.”

“SHOW, Visible: Fitting evidence.”

“OWN, Independent: Idea, evidence, and explanation.”

“DEFEND, Reflective: Clear idea and defended evidence.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells with no idea. • CHOOSE: Weak evidence. • SHOW: Fitting evidence. • OWN: Idea, evidence, and explanation. • DEFEND: Clear idea and defended evidence.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

IDEAS AND CHOICES, How Do People Change a Society?

STUDENT LEARNING OBJECTIVE

Students will explain how ideas and choices can change a society as powerfully as place.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will explain how ideas and choices can change a society as powerfully as place.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will explain how ideas and choices can change a society as powerfully as place.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 8 • Module 2

I WILL...

- I will read the passage.
- I will choose evidence.
- I will explain what it proves.
- I will write a clear central idea.

I CAN...

- I can read the passage.
- I can choose evidence.
- I can explain it.
- I can write a central idea.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage."

"I will choose evidence."

"I will explain what it proves."

"I will write a clear central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can read the passage."

"I can choose evidence."

"I can explain it."

"I can write a central idea."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 34 of 36 · Module 2 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.



NOTICE, Foundational

TASK

Both place and ideas shape a society. **Find the sentence about ideas.**

MATERIAL

A: "Ideas do not have mountains."

B: "Ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography."



YOUR TURN

Circle the sentence about ideas.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Ideas or Place?

⌚ ~3 min

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

"Let's warm up our writer's eyes. Ideas or Place?."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Best Evidence

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 8 • Module 2

CHOOSE, Emergent

TASK

Some evidence shows ideas at work. **Choose the stronger evidence.**

MATERIAL

A: "Not every force can be seen on a map."

B: "A new idea about government can influence people centuries later."

YOUR TURN

Choose the stronger evidence.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Best Evidence

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Explain the Evidence

Slide 5 of 10

SHOW • Visible thinking

Cluster 8 • Module 2

SHOW, Visible

TASK

Tell what it proves. **Write an explanation.**

MATERIAL

Evidence: "A new idea about government can influence people centuries later."

Explanation: _____

YOUR TURN

Write an explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Explain the Evidence

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 •
Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write a central idea, evidence, and explanation on your own.

MATERIAL

Prompt: How can ideas change a society?

Central idea, evidence, explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write on Your Own

~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your response. **Explain how your evidence proves the central idea.**

MATERIAL

My idea: _____

How my evidence proves it: _____



YOUR TURN

Defend your idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Idea

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 8 • Module 2



NOTICE
Foundational

B explains how ideas change a society. A is a figurative comparison.



CHOOSE
Emergent

B shows an idea changing a society over time. A is general.



SHOW
Visible

Sample: This shows that a single idea can shape how people live long after it begins.



OWN
Independent

Model: Ideas can change a society. The passage says ideas “can change societies just as powerfully as geography.” This shows that what people think and choose can reshape the world.



DEFEND
Reflective

Sample: My evidence shows ideas influencing people for centuries, which proves ideas change societies.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: : ”

“OWN, Independent: Model: Ideas can change a society. The passage says ideas “can change societies just as powerfully: as geography.” This shows that what people think and choose can reshape the world.”

“DEFEND, Reflective: Sample: My evidence shows ideas influencing people for centuries, which proves ideas change: societies.”

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 •
Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How can ideas and choices change a society? Write a central idea, choose evidence, and explain what it shows.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How can ideas and choices change a society?”

▶ *Remind students of the scope: Write a central idea, choose evidence, and explain what it shows.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 34 of 36 ·
Module 2 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Ideas and choices can change a society. The passage says ideas “can change societies just as powerfully as geography.” This shows that what people believe and decide can reshape the world, sometimes for centuries.



NOTICE
Foundational

Retells with no idea.



CHOOSE
Emergent

Weak evidence.



SHOW
Visible

Fitting evidence.



OWN
Independent

Idea, evidence, and explanation.



DEFEND
Reflective

Clear idea and defended evidence.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Retells with no idea.”

“CHOOSE, Emergent: Weak evidence.”

“SHOW, Visible: Fitting evidence.”

“OWN, Independent: Idea, evidence, and explanation.”

“DEFEND, Reflective: Clear idea and defended evidence.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells with no idea. · CHOOSE: Weak evidence. · SHOW: Fitting evidence. · OWN: Idea, evidence, and explanation. · DEFEND: Clear idea and defended evidence.

· WRITING · Standards Sweep Teaching Deck · Sheet 34 of 36 ·
Module 2 · Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

LEGACY AND EVIDENCE, What Do We Know and How?

STUDENT LEARNING OBJECTIVE

Students will explain how historians use evidence to learn about the past, and why one source is not enough.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will explain how historians use evidence to learn about the past, and why one source is not enough.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will explain how historians use evidence to learn about the past, and why one source is not enough.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 8 • Module 3

I WILL...

- I will read the passage.
- I will choose evidence.
- I will explain what it proves.
- I will write a clear central idea.

I CAN...

- I can read the passage.
- I can choose evidence.
- I can explain it.
- I can write a central idea.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage."

"I will choose evidence."

"I will explain what it proves."

"I will write a clear central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can read the passage."

"I can choose evidence."

"I can explain it."

"I can write a central idea."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 35 of 36 · Module 3 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Historians study evidence. **Find the sentence about how they learn.**

MATERIAL

A: "Historians cannot travel back in time."

B: "Instead, they study evidence."

YOUR TURN

Circle the sentence about how they learn.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • How Do We Know?

~3 min

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

"Let's warm up our writer's eyes. How Do We Know?."

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 •
Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose the Best Evidence

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 8 • Module 3

CHOOSE, Emergent

TASK

Some evidence shows why one source is not enough. **Choose the stronger evidence.**

MATERIAL

A: "Each piece of evidence can reveal something about the past."

B: "One source rarely tells the whole story."

YOUR TURN

Choose the stronger evidence.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Best Evidence

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 •
Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Explain the Evidence

Slide 5 of 10

SHOW • Visible thinking

Cluster 8 • Module 3

SHOW, Visible

TASK

Tell what it proves. **Write an explanation.**

MATERIAL

Evidence: "One source rarely tells the whole story."

Explanation: _____

YOUR TURN

Write an explanation.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Explain the Evidence

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 •
Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, write a central idea, evidence, and explanation on your own.

MATERIAL

Prompt: How do historians learn about the past?

Central idea, evidence, explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your response. **Explain how your evidence proves the central idea.**

MATERIAL

My idea: _____

How my evidence proves it: _____



YOUR TURN

Defend your idea.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend Your Idea

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 8 • Module 3



NOTICE
Foundational

B tells how historians learn. A states the problem.



CHOOSE
Emergent

B directly shows why historians need many sources. A is general.



SHOW
Visible

Sample: This shows that historians must gather many kinds of evidence to understand the past.



OWN
Independent

Model: Historians learn about the past by studying evidence. The passage says, "One source rarely tells the whole story." This shows they need many sources to see the full picture.



DEFEND
Reflective

Sample: My evidence shows one source is not enough, which proves historians combine many sources.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

⌚ ~3 min

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

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: : "

"CHOOSE, Emergent: : "

"SHOW, Visible: : "

"OWN, Independent: Model: Historians learn about the past by studying evidence. The passage says, "One source rarely: tells the whole story." This shows they need many sources to see the full picture."

"DEFEND, Reflective: Sample: My evidence shows one source is not enough, which proves historians combine many: sources."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 •
Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How do historians learn about the past? Write a central idea, choose evidence, and explain why one source is not enough.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How do historians learn about the past?”

▶ *Remind students of the scope: Write a central idea, choose evidence, and explain why one source is not enough.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 35 of 36 ·
Module 3 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Historians learn about the past by studying evidence. The passage says, "One source rarely tells the whole story." This shows that historians must combine many kinds of evidence, such as artifacts and documents, to understand what really happened.



NOTICE

Foundational

Retells with no idea.



CHOOSE

Emergent

Weak evidence.



SHOW

Visible

Fitting evidence.



OWN

Independent

Idea, evidence, and explanation.



DEFEND

Reflective

Clear idea and defended evidence.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

~4 min

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

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells with no idea."

"CHOOSE, Emergent: Weak evidence."

"SHOW, Visible: Fitting evidence."

"OWN, Independent: Idea, evidence, and explanation."

"DEFEND, Reflective: Clear idea and defended evidence."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells with no idea. · CHOOSE: Weak evidence. · SHOW: Fitting evidence. · OWN: Idea, evidence, and explanation. · DEFEND: Clear idea and defended evidence.

· WRITING · Standards Sweep Teaching Deck · Sheet 35 of 36 · Module 3 · Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

SYNTHESIS, What Shapes Our World?

STUDENT LEARNING OBJECTIVE

Students will combine more than one force (place, resources, ideas) to explain what shapes a society.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

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

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ Let students share a quick example, then bring their attention to today's title.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will combine more than one force (place, resources, ideas) to explain what shapes a society.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will combine more than one force (place, resources, ideas) to explain what shapes a society.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 8 • Module 4

I WILL...

- I will read the passage.
- I will choose evidence.
- I will explain what it proves.
- I will write a clear central idea.

I CAN...

- I can read the passage.
- I can choose evidence.
- I can explain it.
- I can write a central idea.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

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

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage."

"I will choose evidence."

"I will explain what it proves."

"I will write a clear central idea."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can read the passage."

"I can choose evidence."

"I can explain it."

"I can write a central idea."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 36 of 36 · Module 4 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

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

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Name Two Forces

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 8 • Module 4



NOTICE, Foundational

TASK

A society is shaped by many forces. **Name two forces from the passage.**

MATERIAL

Forces: place, resources, connection, ideas, individual people.



YOUR TURN

Name two forces that shape a society.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Name Two Forces

🕒 ~3 min

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

“Let's warm up our writer's eyes. Name Two Forces.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

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 knew before moving to CHOOSE.

Choose Evidence for Each

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 8 • Module 4

CHOOSE, Emergent

TASK

Each force needs evidence. **Choose evidence that fits a force.**

MATERIAL

Force: resources.

A: "Welcome to The Change Atlas!"

B: "Sometimes resources create opportunities."

YOUR TURN

Choose the evidence that fits the force.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose Evidence for Each

⌚ ~4 min

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

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option 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 one fits?'

Connect Two Forces

Slide 5 of 10

SHOW • Visible thinking

Cluster 8 • Module 4

SHOW, Visible

TASK

Combine two forces into one idea. **Write a sentence that connects them.**

MATERIAL

Force 1: place. Force 2: ideas.

Connected idea: _____

YOUR TURN

Write a synthesis sentence.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Connect Two Forces

⌚ ~4 min

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

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, 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 correct match.

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

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

For the prompt, combine two forces with evidence on your own.

MATERIAL

Prompt: What shapes a society?

Two forces, evidence for each, one central idea.



YOUR TURN

Write your synthesis on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Synthesize on Your Own

⌚ ~5 min

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

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

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

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Look at your response. **Explain how you combined two forces into one idea.**

MATERIAL

My two forces: _____

How I connected them: _____



YOUR TURN

Defend your synthesis.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Defend the Synthesis

⌚ ~5 min

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

“Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason (“it just sounds better”) instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

“Does this choice ever have exceptions?” Sometimes, note them for later modules, 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 purpose/audience, then a new example.

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

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 8 • Module 4



NOTICE
Foundational

Sample: place and ideas both shape a society.



CHOOSE
Emergent

B fits the resources force. A is only a greeting.



SHOW
Visible

Sample: A society is shaped by both the place people live and the ideas they choose to follow.



OWN
Independent

Model: A society is shaped by more than one force. Place matters, because “geography can create opportunities and challenges.” Ideas matter too, because ideas “can change societies just as powerfully as geography.” Together, place and ideas shape how a society grows.



DEFEND
Reflective

Sample: I gave evidence for place and for ideas, then showed they work together to shape a society.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Thinking-Levels Chart · WRITING · Standards Sweep Teaching Deck

⌚ ~3 min

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

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: : ”

“CHOOSE, Emergent: : ”

“SHOW, Visible: : ”

“OWN, Independent: Model: A society is shaped by more than one force. Place matters, because “geography can create opportunities and challenges.” Ideas matter too, because ideas “can change societies just as: powerfully as geography.” Together, place and ideas shape how a society grows.”

“DEFEND, Reflective: : ”

ANSWER KEY: NOTICE: · CHOOSE: · SHOW: · OWN: Model: A society is shaped by more than one force. Place matters, because “geography can create · DEFEND:

· WRITING · Standards Sweep Teaching Deck · Sheet 36 of 36 ·
Module 4 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

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

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

What shapes a society? Combine two forces (such as place and ideas), give evidence for each, and connect them into one central idea.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

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

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“What shapes a society?”

▶ *Remind students of the scope: Combine two forces (such as place and ideas), give evidence for each, and connect them into one central idea.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 •
Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

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

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

A society is shaped by more than one force. Place matters, because the passage says geography “can create opportunities and challenges.” Ideas matter too, because ideas “can change societies just as powerfully as geography.” Together, the land people live on and the ideas they follow shape how a society grows and changes.



NOTICE
Foundational

Names one force only.



CHOOSE
Emergent

Names two forces with weak evidence.



SHOW
Visible

Combines two forces with evidence.



OWN
Independent

Combines two forces into one clear idea.



DEFEND
Reflective

Synthesizes forces and defends the connection.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

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

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Names one force only.”

“CHOOSE, Emergent: Names two forces with weak evidence.”

“SHOW, Visible: Combines two forces with evidence.”

“OWN, Independent: Combines two forces into one clear idea.”

“DEFEND, Reflective: Synthesizes forces and defends the connection.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Names one force only. • CHOOSE: Names two forces with weak evidence. • SHOW: Combines two forces with evidence. • OWN: Combines two forces into one clear idea. • DEFEND: Synthesizes forces and defends the connection.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 •
Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

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

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

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.