

## EXACT TEKS WORDING (from TEA)

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

## WHAT DOES THIS MEAN TO ME?

When I edit, I make sure every sentence is **complete**, with a **subject** and a **verb** that tell a whole idea.

The **subject and verb must agree**: a singular subject takes a singular verb, and a plural subject takes a plural verb.

A complete sentence with agreement keeps my writing clear, so a reader always knows who is doing what.

## SENTENCE WEATHER



Subject (SUN)



Verb (RAINDROP)

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

**WHERE IT APPEARS:** In a sentence about the cookie mystery, the subject and verb must agree so the idea is complete.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

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

## Find the subject and the verb.

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

**"The lunch line stopped moving." → subject line, verb stopped**

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





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

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

## Choose the verb that agrees.

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

**"The students ( wants / want ) their cookies."**

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





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

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

## Fix the sentence so it agrees.

One verb does not agree with its subject. Change it so the sentence is correct.

**"Maya ask a question."**

**I CAN** I can edit a sentence so the subject and verb agree.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

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

## Write a complete sentence.

Write one complete sentence about the cookie mystery with a subject and a verb that agree.

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





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

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

## Explain why agreement matters.

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

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

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

| THE STANDARD                                                                                                                                        | EXAMPLE FROM THE PASSAGE                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)(i)</b><br/>edit drafts using standard English conventions, including <b>complete simple sentences with subject-verb agreement</b></p> | <p>“The students want their cookies.”<br/><i>The plural subject students takes the plural verb want, so the subject and verb agree.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                            |                                                                                                                                             |

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

# ANSWERS, Across the Five Thinking Levels

SHEET 1 of 36

TEKS (11)(D)(i) • Complete Sentences & Agreement

Slide 8 of 10



## NOTICE

Monday

The subject is line and the verb is stopped; together they make a complete idea.



## CHOOSE

Tuesday

“want” agrees with the plural subject students.



## SHOW

Wednesday

“Maya asks a question.” The singular subject Maya takes the singular verb asks.



## OWN

Thursday

Sample: “Jordan points at the empty tray.” The singular subject Jordan takes the singular verb points.



## DEFEND

Friday

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

Read this part of a student's draft.

(1) The students in the cafeteria wants their cookies back.

**What change should be made in sentence 1?**

- A** Change wants to want
- B** Change students to student
- C** Change cookies to cookie
- D** Make no change

**Correct answer: A** Change wants to want

## WHY THIS IS CORRECT

The subject students is plural, so it needs the plural verb want, not wants.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Students is a correct plural. Cookies is a correct plural. There is an agreement error, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including collective nouns”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I remember that a **collective noun** names a **group** acting as **one**. Words like **class**, **team**, **grade**, and **family** are collective nouns, and they usually take a **singular verb**.

Because the group acts together as one, I write the fifth grade **was** curious, not were curious.

## SENTENCE WEATHER



**Noun (SUN)**

*A noun is a SUN. A collective noun is one SUN that names a whole group acting as one: class, team, grade.*

**WHERE IT APPEARS:** In a sentence about the cookie mystery, a collective noun names a group acting as one.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including collective nouns"*

## Find the collective noun.

Read the sentence. Find the noun that names a group acting as one.

**"The class shared its theories." → collective noun class**

**I CAN** I can find a collective noun in a sentence.







TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including collective nouns"*

## Choose the verb that agrees.

A collective noun usually acts as one. Choose the singular verb.

**"The fifth grade ( were / was ) confused."**

**I CAN** I can match a verb to a collective noun.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including collective nouns"*

## Fix the verb for the collective noun.

The verb treats the group as many. Change it so the group acts as one.

"The team were hungry for cookies."

**I CAN** I can edit a verb to agree with a collective noun.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including collective nouns"*

## Write a sentence with a collective noun.

Write one sentence about the cookie mystery using a collective noun.

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**I CAN** I can write a sentence using a collective noun.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including collective nouns"*

## Explain why the singular verb fits.

Tell why the collective noun takes a singular verb.

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**I CAN** I can explain how a collective noun agrees with its verb.

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

| THE STANDARD                                                                                                 | EXAMPLE FROM THE PASSAGE                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(vii)</p> <p>edit drafts using standard English conventions, including <b>collective nouns</b></p> | <p>“The class shared its theories about the missing cookies.”</p> <p><i>Class is a collective noun naming a group acting as one, so it takes the singular its.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                            |                                                                                                                                                                        |

➔ Now open your Standards Sweep Editing Tracking Sheet, 2 of 36, and complete the (11)(D)(vii) row.



## NOTICE

Monday

The collective noun is class; it names a group acting as one.



## CHOOSE

Tuesday

“was” agrees with the collective noun grade, which acts as one.



## SHOW

Wednesday

“The team was hungry for cookies.” The collective noun team takes the singular verb was.



## OWN

Thursday

Sample: “The whole grade wanted answers.” Grade is a collective noun.



## DEFEND

Friday

The grade acts together as one group, so it takes the singular verb was.

Read this part of a student's draft.

(1) The fifth grade were determined to solve the mystery.

**What change should be made in sentence 1?**

- A** Change were to was
- B** Change grade to grades
- C** Change mystery to mysteries
- D** Make no change

**Correct answer: A** Change were to was

## WHY THIS IS CORRECT

Grade is a collective noun acting as one group, so it takes the singular verb was, not were.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Grade correctly names one group. Mystery names one and is correct. The verb does not agree, so Make no change is wrong.



## EXACT TEKS WORDING (from TEA)

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

## WHAT DOES THIS MEAN TO ME?

When I edit, I check the spelling of **high-frequency words**, the words we read and write most often.

Words like **because**, **friend**, **serious**, **probably**, and **enough** must be spelled correctly every time.

Correct spelling of common words keeps my writing clear and easy for a reader to trust.

## KEY IDEA

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

High-frequency words are the everyday words we use most: **because**, **friend**, **probably**, **enough**.

**WHERE IT APPEARS:** In a sentence about the cookie mystery, high-frequency words must be spelled correctly.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

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

## Find the high-frequency word.

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

**"Maya asked because she was curious." → high-frequency word because**

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





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

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

## Choose the correct spelling.

Two spellings are offered. Choose the correct one.

**"Eli was Jordan's ( freind / friend )."**

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





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

## Fix the misspelled word.

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

"This was a serius emergency."

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

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

## Write a sentence with a high-frequency word.

Write one sentence about the cookie mystery using a high-frequency word, spelled correctly.

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





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

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

## Explain why correct spelling matters.

Tell why a writer spells high-frequency words correctly.

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



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

| THE STANDARD                                                                                                                          | EXAMPLE FROM THE PASSAGE                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xxix)</p> <p>edit drafts using standard English conventions, including <b>correct spelling of high-frequency words</b></p> | <p>“Maya asked because she was curious.”</p> <p><i>Because is a high-frequency word spelled correctly.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                                     |                                                                                                                |

➔ Now open your Standards Sweep Editing Tracking Sheet, 3 of 36, and complete the (11)(D)(xxix) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 3 of 36

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

Slide 8 of 10



## NOTICE

Monday

The high-frequency word is because, spelled b-e-c-a-u-s-e.



## CHOOSE

Tuesday

“friend” is the correct spelling.



## SHOW

Wednesday

“This was a serious emergency.” Serious is now spelled correctly.



## OWN

Thursday

Sample: “The cookies were probably eaten by someone.” Probably is spelled correctly.



## DEFEND

Friday

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



Read this part of a student's draft.

(1) Maya said the missing cookies were a serius mystery.

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

**A** Change serius to serious

**B** Change cookies to cookie

**C** Change said to says

**D** Make no change

**Correct answer: A** Change serius to serious

## WHY THIS IS CORRECT

The high-frequency word serius is misspelled; it should be serious.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

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

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of the Prepare foundations)”*

## WHAT DOES THIS MEAN TO ME?

This week I **review the foundations** I have learned as I edit.

I check for **complete sentences** with **subject-verb agreement**, **collective nouns**, and **spelling of high-frequency words**.

A careful review keeps my writing clear from the very start of the year.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.

I apply my foundation skills at once: complete sentences, collective nouns, and spelling.

**WHERE IT APPEARS:** In the cookie mystery story, I review complete sentences, collective nouns, and spelling.

This deck teaches **Cumulative Review: Foundations** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the Prepare foundations)"*

## Find the collective noun.

Read the sentence. Find the noun that names a group acting as one.

**"The class shared its theories." → collective noun class**

**I CAN** I can find a collective noun.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the Prepare foundations)"*

## Choose the verb that agrees.

Choose the verb that agrees with the subject or collective noun.

**"The fifth grade ( were / was ) confused."**

**I CAN** I can choose a verb that agrees.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the Prepare foundations)"*

## Fix the spelling.

Correct the misspelled high-frequency word.

"This was a serius mystery."

**I CAN** I can fix a misspelled high-frequency word.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the Prepare foundations)"*

## Write a complete sentence.

Write one complete sentence about the cookie mystery with a subject and a verb that agree.

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**I CAN** I can write a complete sentence with agreement.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the Prepare foundations)"*

## Explain a foundation edit.

Tell how you fixed a sentence, a collective noun, or a spelling.

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**I CAN** I can explain my foundation edits.





Complete the **cumulative foundations review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>complete sentences, agreement, collective nouns, and spelling</b></p> | <p>“The class was serious about finding the missing cookies.”<br/><i>The collective noun class takes was, and the high-frequency word serious is spelled correctly.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                                 |                                                                                                                                                                             |

➔ Now open your Standards Sweep Editing Tracking Sheet, 4 of 36, and complete the (11)(D) row.



## NOTICE

Monday

The collective noun is class; it names a group acting as one.



## CHOOSE

Tuesday

“was” agrees with the collective noun grade, which acts as one.



## SHOW

Wednesday

“This was a serious mystery.” Serious is spelled correctly.



## OWN

Thursday

Sample: “The whole class wanted answers.” The subject and verb agree.



## DEFEND

Friday

The grade acts as one group, so it takes the singular verb was.

Read this part of a student's draft.

(1) The whole class were determined to solve the mystery.

**What change should be made in sentence 1?**

**A** Change were to was

**B** Change class to classes

**C** Change mystery to mysteries

**D** Make no change

**Correct answer: A** Change were to was

## WHY THIS IS CORRECT

Class is a collective noun acting as one group, so it takes the singular verb was.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Class correctly names one group. Mystery names one and is correct. The verb does not agree, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (applying the Prepare foundations)”*

## WHAT DOES THIS MEAN TO ME?

This week I **apply and review complete sentences** as I edit.  
Every sentence needs a **subject** and a **verb** that **agree** and tell a whole idea.  
A complete sentence keeps my writing about the Revolution clear.

## SENTENCE WEATHER

**Subject (SUN)****Verb (RAINDROP)**

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

**WHERE IT APPEARS:** In a passage about the American Revolution, the subject and verb must agree.

This deck teaches **Review: Complete Sentences** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying the Prepare foundations)"*

## Find the subject and verb.

Read the sentence. Point to the subject and verb.

**"The colonists paid new taxes." → subject colonists, verb paid**

**I CAN** I can find the subject and verb.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying the Prepare foundations)"*

## Choose the verb that agrees.

Choose the verb that agrees with the subject.

**"The colonies ( was / were ) part of Great Britain."**

**I CAN** I can choose a verb that agrees.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying the Prepare foundations)"*

## Fix the agreement.

Fix the verb so it agrees with the subject.

**"Great Britain pass new laws."**

**I CAN** I can edit a sentence so it agrees.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying the Prepare foundations)"*

## Write a complete sentence.

Write one complete sentence about the Revolution with a subject and verb that agree.

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**I CAN** I can write a complete sentence with agreement.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying the Prepare foundations)"*

## Explain a sentence edit.

Tell why the subject and verb agree.

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**I CAN** I can explain subject-verb agreement.

Complete the **complete sentences review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>complete sentences with subject-verb agreement</b></p> | <p>“The colonists paid taxes on printed materials.”<br/><i>The plural subject colonists takes the plural verb paid, so the subject and verb agree.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                  |                                                                                                                                                            |

➔ Now open your Standards Sweep Editing Tracking Sheet, 5 of 36, and complete the (11)(D) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 5 of 36

TEKS (11)(D) • Review: Complete Sentences

Slide 8 of 10



## NOTICE

Monday

The subject is colonists and the verb is paid; together they make a complete idea.



## CHOOSE

Tuesday

“were” agrees with the plural subject colonies.



## SHOW

Wednesday

“Great Britain passed new laws.” Passed is the correct past tense.



## OWN

Thursday

Sample: “The colonists wanted their freedom.” The subject and verb agree.



## DEFEND

Friday

Colonies is plural, so it takes the plural verb were.

Read this part of a student's draft.

(1) The thirteen colonies was part of Great Britain.

**What change should be made in sentence 1?**

**A** Change was to were

**B** Change colonies to colony

**C** Change Great Britain to great britain

**D** Make no change

**Correct answer: A** Change was to were

## WHY THIS IS CORRECT

The subject colonies is plural, so it needs the plural verb were, not was.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Colonies is a correct plural. Great Britain is a proper noun and stays capitalized. There is an agreement error, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (applying collective nouns)”*

## WHAT DOES THIS MEAN TO ME?

This week I **apply and review collective nouns** as I edit.

A collective noun names a **group acting as one**, like **the army**, **the colony**, or **congress**.

A collective noun usually takes a **singular verb**, because the group acts together.

## SENTENCE WEATHER



**Noun (SUN)**

*A noun is a SUN. A collective noun is one SUN that names a whole group acting as one.*

**WHERE IT APPEARS:** In a passage about the Revolution, a collective noun names a group acting as one.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying collective nouns)"*

## Find the collective noun.

Read the sentence. Find the noun that names a group acting as one.

**"The army marched together." → collective noun army**

**I CAN** I can find a collective noun.







TODAY'S THINKING JOB

# CHOOSE

**“I can do it with support.”**

EXACT TEKS WORDING

*“edit drafts using standard English conventions (applying collective nouns)”*

## Choose the verb that agrees.

A collective noun acts as one. Choose the singular verb.

**“The colony ( were / was ) angry about the taxes.”**

**I CAN** I can match a verb to a collective noun.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying collective nouns)"*

## Fix the verb for the collective noun.

Change the verb so the group acts as one.

"The crowd were upset."

**I CAN** I can edit a verb to agree with a collective noun.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying collective nouns)"*

## Write a sentence with a collective noun.

Write one sentence about the Revolution using a collective noun.

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**I CAN** I can write a sentence using a collective noun.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying collective nouns)"*

## Explain the agreement.

Tell why the collective noun takes a singular verb.

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**I CAN** I can explain how a collective noun agrees.

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

| THE STANDARD                                                                                            | EXAMPLE FROM THE PASSAGE                                                                                                                       |
|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)</p> <p>edit drafts using standard English conventions, reviewing <b>collective nouns</b></p> | <p>“The colony was angry about the new taxes.”</p> <p><i>Colony is a collective noun acting as one, so it takes the singular verb was.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                       |                                                                                                                                                |

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

# ANSWERS, Across the Five Thinking Levels

SHEET 6 of 36

TEKS (11)(D) • Review: Collective Nouns

Slide 8 of 10



## NOTICE

Monday

The collective noun is army; it names a group acting as one.



## CHOOSE

Tuesday

“was” agrees with the collective noun colony, which acts as one.



## SHOW

Wednesday

“The crowd was upset.” The collective noun crowd takes the singular verb was.



## OWN

Thursday

Sample: “The colony stood together against the taxes.” Colony is a collective noun.



## DEFEND

Friday

The colony acts as one group, so it takes the singular verb was.

Read this part of a student's draft.

(1) The angry crowd were ready to protest the taxes.

**What change should be made in sentence 1?**

**A** Change were to was

**B** Change crowd to crowds

**C** Change taxes to tax

**D** Make no change

**Correct answer: A** Change were to was

## WHY THIS IS CORRECT

Crowd is a collective noun acting as one group, so it takes the singular verb was.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Crowd correctly names one group. Taxes is a correct plural. The verb does not agree, so Make no change is wrong.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (applying spelling of high-frequency words)”*

## WHAT DOES THIS MEAN TO ME?

This week I **apply and review the spelling of high-frequency words** as I edit.

Words like **because**, **through**, **enough**, and **government** must be spelled correctly every time.

Correct spelling of common words keeps my writing about history clear and easy to trust.

## KEY IDEA

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

High-frequency words are the everyday words we use most: **because**, **through**, **enough**.

**WHERE IT APPEARS:** In a passage about the Revolution, high-frequency words must be spelled correctly.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying spelling of high-frequency words)"*

## Find the high-frequency word.

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

**"The colonists protested because of the taxes." → high-frequency word because**

**I CAN** I can find a high-frequency word.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying spelling of high-frequency words)"*

## Choose the correct spelling.

Choose the correct spelling.

**"The taxes passed ( threw / through ) Parliament."**

**I CAN** I can choose the correct spelling.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying spelling of high-frequency words)"*

## Fix the misspelled word.

Correct the misspelled high-frequency word.

**"The colonists had enuff of the taxes."**

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying spelling of high-frequency words)"*

## Write a sentence with a high-frequency word.

Write one sentence about the Revolution using a high-frequency word, spelled correctly.

---

---

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





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (applying spelling of high-frequency words)"*

## Explain a spelling edit.

Tell why correct spelling matters.

---

---

**I CAN** I can explain why correct spelling matters.



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

| THE STANDARD                                                                                                                    | EXAMPLE FROM THE PASSAGE                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)</p> <p>edit drafts using standard English conventions, reviewing <b>correct spelling of high-frequency words</b></p> | <p>“The colonists protested because of the unfair taxes.”</p> <p><i>Because is a high-frequency word spelled correctly.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                               |                                                                                                                                 |

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

# ANSWERS, Across the Five Thinking Levels

SHEET 7 of 36

TEKS (11)(D) • Review: Spelling

Slide 8 of 10



## NOTICE

Monday

The high-frequency word is because, spelled b-e-c-a-u-s-e.



## CHOOSE

Tuesday

“through” is the correct spelling.



## SHOW

Wednesday

“The colonists had enough of the taxes.” Enough is spelled correctly.



## OWN

Thursday

Sample: “The colonists wanted a fair government.” Government is spelled correctly.



## DEFEND

Friday

Readers see these words often, so a misspelling stands out.



Read this part of a student's draft.

(1) The colonists were angry becuase of the new taxes.

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

**A** Change becuase to because

**B** Change colonists to colonist

**C** Change taxes to tax

**D** Make no change

**Correct answer: A** Change becuase to because

## WHY THIS IS CORRECT

The high-frequency word becuase is misspelled; it should be because.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Colonists is a correct plural. Taxes is a correct plural. There is a spelling error, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of the foundations)”*

## WHAT DOES THIS MEAN TO ME?

This week I **put my foundations together** as I edit everything at once.  
I check **complete sentences with agreement, collective nouns, and spelling of high-frequency words**.  
Editing all three together gets me ready for the new skills ahead.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.  
I apply complete sentences, collective nouns, and spelling all at once.

**WHERE IT APPEARS:** In a passage about the Revolution, I review sentences, collective nouns, and spelling together.

This deck teaches **Cumulative Review: Foundations** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the foundations)"*

## Find the error type.

Read the sentence and decide which foundation needs editing.

**"The army were ready." → a collective-noun agreement error**

**I CAN** I can spot which foundation needs editing.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the foundations)"*

## Choose the correct edit.

Choose the correct fix for the sentence.

**"The colony ( were / was ) united."**

**I CAN** I can choose the correct edit.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the foundations)"*

## Fix two things at once.

Fix the agreement and the spelling in the sentence.

**"The colonies was angry becuae of taxes."**

**I CAN** I can edit more than one foundation at once.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the foundations)"*

Write a polished sentence.

Write one sentence about the Revolution that is complete, agrees, and is spelled correctly.

---

---

**I CAN** I can write a polished sentence using all my foundations.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of the foundations)"*

## Explain your edits.

Tell how you used your foundation skills together.

**I CAN** I can explain how I use my foundations together.



Complete the **cumulative foundations review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                    | EXAMPLE FROM THE PASSAGE                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>sentences, agreement, collective nouns, and spelling</b></p> | <p>“The colonies were united because the whole army was ready.”<br/><i>The plural colonies takes were, the collective noun army takes was, and because is spelled correctly.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                        |                                                                                                                                                                                      |

➔ Now open your Standards Sweep Editing Tracking Sheet, 8 of 36, and complete the (11)(D) row.



## NOTICE

Monday

“The army were ready.” is a collective-noun agreement error; army takes was.



## CHOOSE

Tuesday

“was” agrees with the collective noun colony.



## SHOW

Wednesday

“The colonies were angry because of taxes.” The agreement and the spelling are fixed.



## OWN

Thursday

Sample: “The colonists were united because they wanted freedom.” Complete, agrees, and spelled right.



## DEFEND

Friday

I made the plural subject agree and fixed the spelling of because.

Read this part of a student's draft.

(1) The army were determined, and the colonists had enuff of unfair rule.

**What change should be made in sentence 1?**

**A** Change were to was and enuff to enough

**B** Change army to armies

**C** Change colonists to colonist

**D** Make no change

**Correct answer: A** Change were to was and enuff to enough

## WHY THIS IS CORRECT

The collective noun army takes the singular was, and the high-frequency word enuff should be enough, so both fixes are needed.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Army correctly names one group. Colonists is a correct plural. There are two errors to fix, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including past tense of irregular verbs”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that an **irregular verb** shows the past by **changing its form**, not by adding -ed.

These verbs change in special ways: **begin** becomes **began**, **build** becomes **built**, **become** becomes **became**.

Using the correct past form keeps my writing about history clear and correct.

## SENTENCE WEATHER



## Past-tense verb (RED RAINDROP)

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

**WHERE IT APPEARS:** In a sentence about Spanish rule in early Texas, an irregular verb shows the past by changing its form.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

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

## Find the past-tense irregular verb.

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

**"Spanish soldiers built the presidios." → irregular past verb built**

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





TODAY'S THINKING JOB

# CHOOSE

**“I can do it with support.”**

EXACT TEKS WORDING

*“edit drafts using standard English conventions, including past tense of irregular verbs”*

## Choose the correct past form.

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

**“Spain ( began / began ) to claim land.”**

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



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

## Fix the irregular verb.

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

"The missions becomed part of Texas."

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







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

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

## Write a sentence with an irregular past verb.

Write one sentence about early Texas using an irregular past-tense verb.

---

---

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





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

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

## Explain why the past form matters.

Tell why the writer used the past tense here.

---

---

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

# YOUR TURN, Fill in your Tracking Sheet

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

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

| THE STANDARD                                                                                                                 | EXAMPLE FROM THE PASSAGE                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)(vi)</b><br/>edit drafts using standard English conventions, including <b>past tense of irregular verbs</b></p> | <p>“Spanish soldiers <b>built</b> the presidios.”<br/><i>Built is the irregular past of build; it changes form instead of adding -ed.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                     |                                                                                                                                               |

➔ Now open your Standards Sweep Editing Tracking Sheet, 9 of 36, and complete the (11)(D)(vi) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 9 of 36

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

Slide 8 of 10



## NOTICE

Monday

The irregular past verb is built; it changes form from build.



## CHOOSE

Tuesday

“began” is the correct irregular past of begin.



## SHOW

Wednesday

“The missions became part of Texas.” Became is the correct past of become.



## OWN

Thursday

Sample: “The Spanish priests taught new lessons at the missions.” Taught is the irregular past of teach.



## DEFEND

Friday

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

Read this part of a student's draft.

(1) Spanish soldiers builded presidios to protect the missions.

**What change should be made in sentence 1?**

**A** Change builded to built

**B** Change soldiers to soldier

**C** Change missions to mission

**D** Make no change

**Correct answer: A** Change builded to built

## WHY THIS IS CORRECT

Build is irregular, so its past tense is built, not builded.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Soldiers is a correct plural. Missions is a correct plural. There is an error to fix, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including adjectives, including their comparative forms”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I use a **comparative adjective** to compare **two** things.

Most comparatives add **-er**, or use **more** for longer words: **stronger**, **larger**, **more important**.

I never use both at once. It is **stronger**, not more stronger. The right form makes my comparison clear.

## SENTENCE WEATHER



## Adjective (STAR)

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

**WHERE IT APPEARS:** In a sentence about missions and presidios, a comparative adjective compares two of them.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

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

## Find the comparative adjective.

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

**"The presidio was stronger than the mission." → comparative adjective stronger**

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







TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

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

## Choose the comparative form.

Two forms are offered. Choose the correct comparative.

**"The fort was ( more larger / larger ) than the settlement."**

**I CAN** I can choose the correct comparative adjective.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

## Fix the comparative.

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

"The presidio was more stronger than the mission."

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

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

## Write a sentence with a comparative adjective.

Write one sentence comparing two settlements in early Texas.

---

---

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





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

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

## Explain why the comparative fits.

Tell why the writer used a comparative adjective here.

---

---

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



Complete the **comparative adjectives** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)(viii)</b><br/>edit drafts using standard English conventions, including <b>adjectives</b>,<br/><b>including their comparative forms</b></p> | <p>“The presidio was <b>stronger</b> than the mission.”<br/><i>Stronger is a comparative adjective; it compares two settlements with -er.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                                  |                                                                                                                                                   |

➔ Now open your Standards Sweep Editing Tracking Sheet, 10 of 36, and complete the (11)(D)(viii) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 10 of 36

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

Slide 8 of 10



## NOTICE

Monday

The comparative adjective is stronger; it compares two settlements.



## CHOOSE

Tuesday

“larger” is correct; more larger uses two comparatives at once.



## SHOW

Wednesday

“The presidio was stronger than the mission.” Stronger uses -er only, not more.



## OWN

Thursday

Sample: “The presidio was safer than the open land.” Safer is a comparative adjective.



## DEFEND

Friday

The sentence compares two settlements, so the comparative form shows which has more of a quality.

Read this part of a student's draft.

(1) The presidio was more stronger than the small mission.

**What change should be made in sentence 1?**

**A** Change more stronger to stronger

**B** Change presidio to presidios

**C** Change small to smally

**D** Make no change

**Correct answer: A** Change more stronger to stronger

## WHY THIS IS CORRECT

A comparative uses either -er or more, not both, so stronger is correct, not more stronger.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Presidio names one and is correct. Small is an adjective and is correct. There is an error to fix, so Make no change is wrong.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including adjectives, including their superlative forms”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I use a **superlative adjective** to compare **three or more** things. Most superlatives add **-est**, or use **most** for longer words: **strongest**, **largest**, **most important**.

Words like **of all** signal the superlative. The right form shows which one is at the very top.

## SENTENCE WEATHER



## Adjective (STAR)

*An adjective is a STAR. A superlative adjective compares three or more things with -est or most.*

**WHERE IT APPEARS:** In a sentence about Spanish settlements, a superlative adjective names the one that is most of all.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

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

## Find the superlative adjective.

Read the sentence. Find the adjective that compares three or more things.

**"The presidio was the strongest fort of all." → superlative adjective strongest**

**I CAN** I can find a superlative adjective in a sentence.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

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

## Choose the superlative form.

Two forms are offered. Choose the correct superlative.

**"It was the ( most largest / largest ) mission of all."**

**I CAN** I can choose the correct superlative adjective.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

## Fix the superlative.

A comparative form is used where a superlative is needed. Fix it.

**"This was the larger mission of all."**

**I CAN** I can edit an adjective into its superlative form.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

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

## Write a sentence with a superlative adjective.

Write one sentence naming the most of something among the settlements.

---

---

**I CAN** I can write a sentence using a superlative adjective.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

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

## Explain why the superlative fits.

Tell why the writer used a superlative adjective here.

---

---

**I CAN** I can explain how a superlative adjective shows the most of all.



Complete the **superlative adjectives** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(ix)</p> <p>edit drafts using standard English conventions, including <b>adjectives</b>, including their superlative forms</p> | <p>“The presidio was the <b>strongest</b> fort of all.”</p> <p><i>Strongest is a superlative adjective; of all compares more than two.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                                        |                                                                                                                                                |

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

# ANSWERS, Across the Five Thinking Levels

SHEET 11 of 36

TEKS (11)(D)(ix) • Superlative Adjectives

Slide 8 of 10



## NOTICE

Monday

The superlative adjective is strongest; it compares three or more forts.



## CHOOSE

Tuesday

“largest” is correct; most largest uses two superlatives at once.



## SHOW

Wednesday

“This was the largest mission of all.” Of all signals the superlative largest.



## OWN

Thursday

Sample: “San Antonio grew into the most important settlement of all.” Most important is a superlative.



## DEFEND

Friday

The words of all compare more than two, so the superlative shows which is at the very top.



Read this part of a student's draft.

(1) The San Antonio mission was the larger of all the settlements.

**What change should be made in sentence 1?**

- A** Change larger to largest
- B** Change mission to missions
- C** Change settlements to settlement
- D** Make no change

**Correct answer: A** Change larger to largest

## WHY THIS IS CORRECT

The words of all compare more than two, so the superlative largest is needed, not the comparative larger.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Mission names one and is correct. Settlements is a correct plural. There is an error to fix, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

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

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that words follow correct **spelling patterns** I have learned. Patterns help me spell longer words: the ending **-sion** in **mission**, and **-tion** in **protection**.

Spelling patterns correctly keeps my writing clear and shows I know how longer words are built.

## KEY IDEA

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

Grade-level patterns build longer words: **-sion** (mission), **-tion** (protection), **-ment** (settlement).

**WHERE IT APPEARS:** In a sentence about early Texas, longer words follow grade-appropriate spelling patterns.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

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

## Find the pattern word.

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

"The mission taught the settlers." → pattern -sion in mission

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





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

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

## Choose the correct spelling.

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

**"The presidios gave ( protecshun / protection )."**

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





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

## Fix the misspelled pattern word.

One longer word breaks its pattern. Correct it.

"The Spanish built a new settlement."

**I CAN** I can edit a word so it follows the correct pattern.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

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

## Write a sentence with a pattern word.

Write one sentence about early Texas using a pattern word, spelled correctly.

---

---

**I CAN** I can write a sentence spelling a pattern word correctly.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

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

## Explain why the pattern helps.

Tell why knowing the pattern helps a writer spell the word.

---

---

**I CAN** I can explain how spelling patterns keep my writing correct.





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

| THE STANDARD                                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xxvii)</p> <p>edit drafts using standard English conventions, including <b>correct spelling of words with grade-appropriate orthographic patterns</b></p> | <p>“The <b>mission</b> taught the settlers.”</p> <p><i>Mission uses the -sion pattern and is spelled correctly.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                                                                    |                                                                                                                         |

➔ Now open your Standards Sweep Editing Tracking Sheet, 12 of 36, and complete the (11)(D)(xxvii) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 12 of 36

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

Slide 8 of 10



## NOTICE

Monday

The pattern word is mission; it uses the -sion ending.



## CHOOSE

Tuesday

“protection” is the correct spelling of the -tion pattern word.



## SHOW

Wednesday

“The Spanish built a new settlement.” Settlement uses the -ment pattern spelled correctly.



## OWN

Thursday

Sample: “The Catholic religion spread through the missions.” Religion uses the -ion pattern.



## DEFEND

Friday

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

Read this part of a student's draft.

(1) The presidios gave protecshun to the nearby missions.

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

**A** Change protecshun to protection

**B** Change presidios to presidio

**C** Change missions to mission

**D** Make no change

**Correct answer: A** Change protecshun to protection

## WHY THIS IS CORRECT

The -tion pattern word is spelled protection, not protecshun.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Presidios is a correct plural. Missions is a correct plural. There is a spelling error, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including prepositions”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I use a **preposition** to show a **relationship**, such as where, when, or how.

Common prepositions include **in**, **inside**, **without**, **of**, **to**, **with**, and **during**.

Choosing the right preposition makes the meaning in my sentence clear and correct.

## SENTENCE WEATHER



## Preposition (CLOUD)

*A preposition is a CLOUD that shows position: where, when, or how a noun connects to the rest of the sentence.*

**WHERE IT APPEARS:** In a poem about our rights, a preposition shows a relationship such as where or how.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositions"*

## Find the preposition.

Read the sentence. Find the word that shows a relationship of place, time, or manner.

**"Soldiers cannot stay inside your home." → preposition inside**

**I CAN** I can find a preposition in a sentence.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositions"*

## Choose the correct preposition.

Two prepositions are offered. Choose the one that makes the meaning correct.

**"No searches happen ( in / without ) a case."**

**I CAN** I can choose the correct preposition.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositions"*

## Fix the preposition.

The preposition does not fit the meaning. Change it so the sentence is correct.

"The courts must treat you fair in the law."

**I CAN** I can edit a preposition so the meaning is correct.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositions"*

## Write a sentence with a preposition.

Write one sentence about our rights that uses a preposition.

---

---

**I CAN** I can write a sentence using a preposition.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositions"*

## Explain why the preposition fits.

Tell why the writer used that preposition.

---

---

**I CAN** I can explain how a preposition makes a relationship clear.

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

| THE STANDARD                                                                                            | EXAMPLE FROM THE PASSAGE                                                                                                               |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xi)</p> <p>edit drafts using standard English conventions, including <b>prepositions</b></p> | <p>“Soldiers cannot stay <b>inside</b> your home.”</p> <p><i>Inside is a preposition; it shows where the soldiers cannot stay.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                       |                                                                                                                                        |

➔ Now open your Standards Sweep Editing Tracking Sheet, 13 of 36, and complete the (11)(D)(xi) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 13 of 36

TEKS (11)(D)(xi) • Prepositions

Slide 8 of 10



## NOTICE

Monday

The preposition is inside; it shows where the soldiers cannot stay.



## CHOOSE

Tuesday

“without” is correct; a search cannot happen without a case.



## SHOW

Wednesday

“The courts must treat you fair under the law.” Under correctly shows the relationship.



## OWN

Thursday

Sample: “The Bill of Rights protects freedom of speech.” Of shows the relationship.



## DEFEND

Friday

The word without shows a search cannot happen unless there is a case, so it is the correct preposition.

Read this part of a student's draft.

(1) The Third Amendment says soldiers cannot stay on your home.

**What change should be made in sentence 1?**

**A** Change on to inside

**B** Change soldiers to soldier

**C** Change says to say

**D** Make no change

**Correct answer: A** Change on to inside

## WHY THIS IS CORRECT

The correct preposition is inside, which shows soldiers cannot stay within your home.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Soldiers is a correct plural. Says agrees with the singular subject Amendment. The preposition is wrong, so Make no change is not right.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including prepositional phrases”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I check that a **prepositional phrase** begins with a **preposition** and ends with a **noun**.

A phrase like **inside your home** or **without a case** adds a detail about where, when, or how.

A prepositional phrase is **not a complete sentence** on its own, so I keep it joined to a full idea.

## SENTENCE WEATHER



## Preposition (CLOUD)

*A prepositional phrase starts with a CLOUD (preposition) and ends with a noun: inside your home, without a case.*

**WHERE IT APPEARS:** In a poem about our rights, a prepositional phrase adds a detail about where or how.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositional phrases"*

## Find the prepositional phrase.

Read the sentence. Find the phrase that begins with a preposition and ends with a noun.

**"No searches happen without a case." → prepositional phrase without a case**

**I CAN** I can find a prepositional phrase in a sentence.







TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositional phrases"*

## Choose the complete phrase.

Two choices are offered. Choose the one that is a complete prepositional phrase.

**"You can practice religion ( of / of any kind )."**

**I CAN** I can choose a complete prepositional phrase.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositional phrases"*

## Fix the fragment.

A prepositional phrase is written as its own sentence. Join it to the full idea.

"A jury will listen. In every trial."

**I CAN** I can edit a prepositional phrase so it is not a fragment.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositional phrases"*

## Write a sentence with a prepositional phrase.

Write one sentence about our rights that uses a prepositional phrase.

---

---

**I CAN** I can write a sentence using a prepositional phrase.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including prepositional phrases"*

## Explain why it is a phrase, not a sentence.

Tell why the prepositional phrase cannot stand alone.

---

---

**I CAN** I can explain why a prepositional phrase joins a complete sentence.

Complete the **prepositional phrases** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xii)</p> <p>edit drafts using standard English conventions, including <b>prepositional phrases</b></p> | <p>“No searches happen <b>without a case</b>.”</p> <p><i>Without a case is a prepositional phrase; it begins with a preposition and ends with a noun.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                 |                                                                                                                                                               |

➔ Now open your Standards Sweep Editing Tracking Sheet, 14 of 36, and complete the (11)(D)(xii) row.



## NOTICE

Monday

The prepositional phrase is without a case; it begins with a preposition and ends with a noun.



## CHOOSE

Tuesday

“of any kind” is the complete phrase; of alone has no noun.



## SHOW

Wednesday

“A jury will listen in every trial.” The phrase in every trial joins the full idea.



## OWN

Thursday

Sample: “The courts follow the law with proper care.” With proper care is a prepositional phrase.



## DEFEND

Friday

Without a case tells how, but it has no subject doing an action, so it must join a complete idea.

Read this part of a student's draft.

(1) The Fifth Amendment protects you. In a court of law.

**What is the correct way to write these sentences?**

- A** The Fifth Amendment protects you in a court of law.
- B** The Fifth Amendment protects you. In a court of law.
- C** The Fifth Amendment protects. You in a court of law.
- D** The Fifth Amendment protects you in a court. Of law.

**Correct answer: A** The Fifth Amendment protects you in a court of law.

## WHY THIS IS CORRECT

In a court of law is a prepositional phrase, not a complete sentence, so it joins the full idea before it.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

The other choices leave the prepositional phrase or a piece of the sentence standing alone as a fragment.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I remember that a **prepositional phrase does not change the subject** of my sentence.

The verb must agree with the **true subject**, not with a noun inside the phrase: **The list of rights protects** us.

I look past the prepositional phrase to find the real subject before I choose the verb.

## KEY IDEA

This is a **subject-verb agreement** rule, so it wears no single weather symbol.

A prepositional phrase between the subject and verb is a distractor: **The list** (of rights) **protects** us, not protect.

**WHERE IT APPEARS:** In a sentence about our rights, the verb agrees with the true subject, not the phrase.

This deck teaches **Prep Phrases & Agreement** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement"*

## Find the true subject.

Read the sentence. Cross out the prepositional phrase and find the real subject.

**"The list of amendments protects our freedoms." → true subject list (not amendments)**

**I CAN** I can find the true subject past a prepositional phrase.





TODAY'S THINKING JOB

# CHOOSE

**“I can do it with support.”**

EXACT TEKS WORDING

*“edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement”*

## Choose the verb that agrees.

Ignore the phrase. Choose the verb that agrees with the true subject.

**“The list of rights ( protect / protects ) everyone.”**

**I CAN** I can match the verb to the true subject.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement"*

## Fix the agreement.

The verb agrees with the phrase, not the subject. Fix it.

"The set of laws protect the people."

**I CAN** I can edit a verb to agree with the true subject.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement"*

**Write a sentence with a phrase between subject and verb.**

Write one sentence about our rights with a prepositional phrase between the subject and its verb.

---

---

**I CAN** I can write a sentence with correct agreement past a phrase.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement"*

## Explain the agreement.

Tell why the verb agrees with the true subject.

---

---

**I CAN** I can explain how a prepositional phrase does not change agreement.



Complete the **prepositional phrases and agreement** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)(xiii)</b><br/>edit drafts using standard English conventions, including <b>the influence of prepositional phrases on subject-verb agreement</b></p> | <p>“The list of rights protects everyone.”<br/><i>The true subject is list (singular), so the verb is protects, not protect, even though rights comes right before it.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                                          |                                                                                                                                                                                |

➔ Now open your Standards Sweep Editing Tracking Sheet, 15 of 36, and complete the (11)(D)(xiii) row.



## NOTICE

Monday

The true subject is list, not amendments; the phrase of amendments does not change it.



## CHOOSE

Tuesday

“protects” agrees with the singular true subject list.



## SHOW

Wednesday

“The set of laws protects the people.” Set is the singular subject, so the verb is protects.



## OWN

Thursday

Sample: “The writer of the amendments explains each right.” Writer is the true subject.



## DEFEND

Friday

The subject is list, which is singular, so the verb is protects, even though rights comes right before it.



Read this part of a student's draft.

(1) The list of important rights protect every citizen.

**What change should be made in sentence 1?**

**A** Change protect to protects

**B** Change rights to right

**C** Change citizen to citizens

**D** Make no change

**Correct answer: A** Change protect to protects

## WHY THIS IS CORRECT

The true subject is list, which is singular, so the verb should be protects; the phrase of important rights does not change the subject.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Rights is a correct plural inside the phrase. Citizen names one and is correct. The verb does not agree with the true subject, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I use **spelling rules** I have learned to spell longer words correctly. Rules help me: change **y to i** before an ending (**liberty, liberties**), and drop the silent **e** before -ing (**write, writing**). Following spelling rules keeps my writing correct even when the words are hard.

## KEY IDEA

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

Rules build hard words: change **y to i** (liberty, liberties), drop silent **e** before -ing (write, writing).

**WHERE IT APPEARS:** In a poem about our rights, longer words follow grade-appropriate spelling rules.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

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

## Find the rule word.

Read the sentence. Find a longer word and name the spelling rule it uses.

**"The people protect their liberties." → change y to i rule in liberties**

**I CAN** I can find a word that uses a spelling rule.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

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

## Choose the correct spelling.

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

**"The leaders were ( writeing / writing ) the rights."**

**I CAN** I can choose the correct spelling of a rule word.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

## Fix the misspelled word.

One longer word breaks its rule. Correct it.

"The nation had many libertys."

**I CAN** I can edit a word so it follows the correct rule.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

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

## Write a sentence with a rule word.

Write one sentence about our rights using a word that follows a spelling rule.

---

---

**I CAN** I can write a sentence spelling a rule word correctly.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

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

## Explain how the rule helps.

Tell how knowing the rule helps a writer spell the word.

---

---

**I CAN** I can explain how a spelling rule keeps my writing correct.





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

| THE STANDARD                                                                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xxviii)</p> <p>edit drafts using standard English conventions, including <b>correct spelling of words with grade-appropriate orthographic rules</b></p> | <p>“The people protect their <b>liberties</b>.”</p> <p><i>Liberties follows the change y to i rule and is spelled correctly.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                                                                  |                                                                                                                                      |

➔ Now open your Standards Sweep Editing Tracking Sheet, 16 of 36, and complete the (11)(D)(xxviii) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 16 of 36

TEKS (11)(D)(xxviii) • Spelling: Grade-Appropriate Rules

Slide 8 of 10



## NOTICE

Monday

The rule word is liberties; it uses the change y to i rule.



## CHOOSE

Tuesday

“writing” is correct; the silent e is dropped before -ing.



## SHOW

Wednesday

“The nation had many liberties.” Liberty changes y to i before -es.



## OWN

Thursday

Sample: “The leaders kept writing the important laws.” Writing follows the drop-e rule.



## DEFEND

Friday

The change y to i rule tells me liberty becomes liberties, so I can spell the plural correctly.

Read this part of a student's draft.

(1) The leaders were writeing down the new rights.

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

**A** Change writeing to writing

**B** Change leaders to leader

**C** Change rights to right

**D** Make no change

**Correct answer: A** Change writeing to writing

## WHY THIS IS CORRECT

The drop-e rule removes the silent e before -ing, so the word is writing, not writeing.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Leaders is a correct plural. Rights is a correct plural. There is a spelling error, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including conjunctive adverbs”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I use a **conjunctive adverb** to show **how two ideas connect**.

Words like **however**, **therefore**, **meanwhile**, and **instead** link ideas and are usually followed by a **comma**.

The right conjunctive adverb shows whether ideas contrast, add, or show a result.

## SENTENCE WEATHER



## Adverb (TWO RAINDROPS)

*A conjunctive adverb is an ADVERB (TWO RAINDROPS) that also connects ideas: however contrasts, therefore shows a result.*

**WHERE IT APPEARS:** In a story about a garden, a conjunctive adverb shows how two ideas connect.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including conjunctive adverbs"*

## Find the conjunctive adverb.

Read the sentences. Find the adverb that connects the two ideas.

"The plants looked weak. However, they began to recover." → conjunctive adverb However

**I CAN** I can find a conjunctive adverb.





TODAY'S THINKING JOB

# CHOOSE

**“I can do it with support.”**

EXACT TEKS WORDING

*“edit drafts using standard English conventions, including conjunctive adverbs”*

## Choose the conjunctive adverb that fits.

Two adverbs are offered. Choose the one whose meaning fits.

**“Kendrix added too much water; ( however / therefore ), the roots rotted.”**

**I CAN** I can choose the conjunctive adverb that shows the right connection.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including conjunctive adverbs"*

## Add the comma.

A conjunctive adverb is missing its comma. Add it.

**"The soil was wet. Therefore the plants suffered."**

**I CAN** I can edit a conjunctive adverb so it has its comma.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including conjunctive adverbs"*

## Write a sentence with a conjunctive adverb.

Write about the garden using a conjunctive adverb.

**I CAN** I can write a sentence using a conjunctive adverb.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including conjunctive adverbs"*

## Explain why the conjunctive adverb fits.

Tell why that conjunctive adverb is the right one.

---

---

**I CAN** I can explain how a conjunctive adverb connects ideas.

Complete the **conjunctive adverbs** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                  | EXAMPLE FROM THE PASSAGE                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(x)</p> <p>edit drafts using standard English conventions, including <b>conjunctive adverbs</b></p> | <p>“The plants looked weak. However, they began to recover.”</p> <p><i>However is a conjunctive adverb that shows a contrast, and it is followed by a comma.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                             |                                                                                                                                                                      |

➔ Now open your Standards Sweep Editing Tracking Sheet, 17 of 36, and complete the (11)(D)(x) row.



## NOTICE

Monday

The conjunctive adverb is However; it connects the two ideas and shows a contrast.



## CHOOSE

Tuesday

“therefore” is correct because the rotted roots are the result of too much water.



## SHOW

Wednesday

“The soil was wet. Therefore, the plants suffered.” The comma follows the conjunctive adverb.



## OWN

Thursday

Sample: “Kendrix watered less; meanwhile, the plants grew stronger.” Meanwhile connects the ideas.



## DEFEND

Friday

The second idea is the result of the first, so therefore correctly shows the connection.

Read this part of a student's draft.

(1) Kendrix gave the plants too much water. Therefore the roots rotted.

**What change should be made in sentence 1?**

**A** Add a comma after Therefore

**B** Change plants to plant

**C** Change rotted to rot

**D** Make no change

**Correct answer: A** Add a comma after Therefore

## WHY THIS IS CORRECT

A conjunctive adverb like Therefore is followed by a comma, so a comma is added after it.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Plants is a correct plural. Rotted is the correct past tense. The comma is missing, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including pronouns, including indefinite”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I use an **indefinite pronoun** to stand in for a person or thing that is **not specific**.

Words like **everyone**, **someone**, **nobody**, **each**, and **all** are indefinite pronouns.

Many indefinite pronouns, like **everyone** and **each**, are **singular** and take a **singular verb**.

## SENTENCE WEATHER



## Pronoun (YELLOW MOON)

*A pronoun is a MOON that stands in for a noun. An indefinite pronoun stands for someone or something not specific: everyone, someone, each.*

**WHERE IT APPEARS:** In a story about a garden, an indefinite pronoun stands in for someone or something not specific.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including pronouns, including indefinite"*

## Find the indefinite pronoun.

Read the sentence. Find the pronoun that stands for someone or something not specific.

**"Everyone in the family helped in the garden." → indefinite pronoun Everyone**

**I CAN** I can find an indefinite pronoun.







TODAY'S THINKING JOB

# CHOOSE

**“I can do it with support.”**

EXACT TEKS WORDING

*“edit drafts using standard English conventions, including pronouns, including indefinite”*

## Choose the verb that agrees.

An indefinite pronoun like everyone is singular. Choose the singular verb.

**“Everyone ( want / wants ) the garden to grow.”**

**I CAN** I can match a verb to a singular indefinite pronoun.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including pronouns, including indefinite"*

## Fix the agreement.

The verb treats a singular indefinite pronoun as plural. Fix it.

**"Each of the plants need sunlight."**

**I CAN** I can edit a verb to agree with an indefinite pronoun.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including pronouns, including indefinite"*

## Write a sentence with an indefinite pronoun.

Write about the garden using an indefinite pronoun.

---

---

**I CAN** I can write a sentence using an indefinite pronoun.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including pronouns, including indefinite"*

## Explain the agreement.

Tell why the indefinite pronoun takes that verb.

---

---

**I CAN** I can explain how an indefinite pronoun agrees with its verb.

Complete the **indefinite pronouns** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)(xiv)</b><br/>edit drafts using standard English conventions, including <b>pronouns</b>,<br/><b>including indefinite</b></p> | <p>“Everyone in the family helped in the garden.”<br/><i>Everyone is an indefinite pronoun; it is singular and takes a singular verb.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                  |                                                                                                                                               |

➔ Now open your Standards Sweep Editing Tracking Sheet, 18 of 36, and complete the (11)(D)(xiv) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 18 of 36

TEKS (11)(D)(xiv) • Indefinite Pronouns

Slide 8 of 10



## NOTICE

Monday

The indefinite pronoun is Everyone; it stands for the whole family, not a specific person.



## CHOOSE

Tuesday

“wants” agrees with the singular indefinite pronoun Everyone.



## SHOW

Wednesday

“Each of the plants needs sunlight.” Each is singular, so the verb is needs.



## OWN

Thursday

Sample: “Someone had watered the plants too much.” Someone is an indefinite pronoun.



## DEFEND

Friday

Each is singular, so it takes the singular verb needs, even though plants comes right after it.

Read this part of a student's draft.

(1) Everyone in the family want the garden to grow.

**What change should be made in sentence 1?**

**A** Change want to wants

**B** Change family to families

**C** Change garden to gardens

**D** Make no change

**Correct answer: A** Change want to wants

## WHY THIS IS CORRECT

Everyone is a singular indefinite pronoun, so it takes the singular verb wants, not want.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Family is a correct collective noun. Garden names one and is correct. The verb does not agree, so Make no change is wrong.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I use a **subordinating conjunction** to build a **complex sentence**. Words like **because**, **although**, **when**, **if**, **after**, and **since** begin a part that cannot stand alone.

That part joins a complete idea to show how the ideas connect: **Because** the soil stayed wet, the roots rotted.

## SENTENCE WEATHER



## Conjunction (RAINBOW)

*A subordinating conjunction is a RAINBOW that connects. It joins a dependent part to a complete idea: because, although, when, if.*

**WHERE IT APPEARS:** In a story about a garden, a subordinating conjunction joins two ideas into a complex sentence.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences"*

## Find the subordinating conjunction.

Read the sentence. Find the word that begins the part that cannot stand alone.

**"Because the soil stayed wet, the roots rotted." → subordinating conjunction Because**

**I CAN** I can find a subordinating conjunction.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences"*

## Choose the conjunction that fits.

Two conjunctions are offered. Choose the one whose meaning fits.

**"( Because / Although ) Kendrix watered daily, the plants still weakened."**

**I CAN** I can choose the subordinating conjunction that shows the right connection.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences"*

## Join the ideas into a complex sentence.

Two ideas stand alone. Use a subordinating conjunction to join them.

"The soil was too wet. The plants suffered."

**I CAN** I can build a complex sentence with a subordinating conjunction.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences"*

## Write a complex sentence.

Write one complex sentence about the garden using a subordinating conjunction.

---

---

**I CAN** I can write a complex sentence.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences"*

## Explain why it is a complex sentence.

Tell why the two parts form a complex sentence.

---

---

**I CAN** I can explain how a subordinating conjunction forms a complex sentence.



Complete the **subordinating conjunctions and complex sentences** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                        | EXAMPLE FROM THE PASSAGE                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)(xv)</b><br/>edit drafts using standard English conventions, including <b>subordinating conjunctions to form complex sentences</b></p> | <p>“Because the soil stayed wet, the roots rotted.”<br/><i>Because begins a part that cannot stand alone, joining it to a complete idea to form a complex sentence.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                            |                                                                                                                                                                             |

➔ Now open your Standards Sweep Editing Tracking Sheet, 19 of 36, and complete the (11)(D)(xv) row.



## NOTICE

Monday

The subordinating conjunction is Because; it begins the part that cannot stand alone.



## CHOOSE

Tuesday

“Although” is correct because it shows the plants weakened in spite of the daily watering.



## SHOW

Wednesday

“When the soil was too wet, the plants suffered.” When joins the two ideas.



## OWN

Thursday

Sample: “After Kendrix watered less, the plants recovered.” After forms a complex sentence.



## DEFEND

Friday

Because the soil stayed wet cannot stand alone, so the subordinating conjunction joins it to a complete idea to make a complex sentence.



Read this part of a student's draft.

(1) The plants recovered they got less water.

**What is the correct way to write sentence 1 as a complex sentence?**

**A** The plants recovered after they got less water.

**B** The plants recovered they got less water.

**C** The plants recovered. They got less water.

**D** The plants recovered, they got less water.

**Correct answer: A** The plants recovered after they got less water.

## WHY THIS IS CORRECT

The subordinating conjunction *after* joins the two ideas into a complex sentence that shows how they connect.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

The other choices leave a run-on, two separate sentences, or a comma splice instead of a complex sentence.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I put a **comma after a dependent part** that begins a complex sentence.

If the part that cannot stand alone comes **first**, a comma follows it: **When the soil dried**, the plants grew.

If that part comes **second**, I usually need **no comma**: The plants grew when the soil dried.

## KEY IDEA

A comma is a **convention** of punctuation, so it wears no weather symbol.

Put a comma after a dependent part that comes first: **After the rain stopped**, the garden recovered.

**WHERE IT APPEARS:** In a complex sentence about the garden, a comma follows a dependent part that comes first.

This deck teaches **Commas in Complex Sentences** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences"*

## Find where the comma belongs.

Read the complex sentence. Find the dependent part that comes first and needs a comma after it.

**"When the soil dried, the plants grew." → comma after dried**

**I CAN** I can find where the comma belongs in a complex sentence.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences"*

## Choose the correct punctuation.

Two versions are offered. Choose the one with the comma in the right place.

**"After the rain stopped ( the / , the ) garden recovered."**

**I CAN** I can choose the correct comma placement.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences"*

## Add the missing comma.

A dependent part comes first but has no comma. Add it.

**"Because Kendrix watered less the plants recovered."**

**I CAN** I can edit a complex sentence to add the missing comma.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences"*

## Write a complex sentence with a comma.

Write one complex sentence about the garden that begins with a dependent part and a comma.

---

---

**I CAN** I can write a complex sentence with a correct comma.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences"*

## Explain why the comma is needed.

Tell why the comma follows the dependent part.

---

---

**I CAN** I can explain why a comma follows a first dependent part.



Complete the **commas in complex sentences** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                            | EXAMPLE FROM THE PASSAGE                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xxi)</p> <p>edit drafts using standard English conventions, including <b>commas in complex sentences</b></p> | <p>“When the soil dried, the plants grew.”</p> <p><i>The dependent part comes first, so a comma follows it before the complete idea.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                       |                                                                                                                                              |

➔ Now open your Standards Sweep Editing Tracking Sheet, 20 of 36, and complete the (11)(D)(xxi) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 20 of 36

TEKS (11)(D)(xxi) • Commas in Complex Sentences

Slide 8 of 10



## NOTICE

Monday

The comma belongs after dried, where the first dependent part ends.



## CHOOSE

Tuesday

“, the” is correct because a comma follows a dependent part that comes first.



## SHOW

Wednesday

“Because Kendrix watered less, the plants recovered.” The comma is added after the dependent part.



## OWN

Thursday

Sample: “Although the garden struggled, Kendrix did not give up.” The comma follows the first part.



## DEFEND

Friday

The dependent part comes first, so a comma shows where it ends and the complete idea begins.

Read this part of a student's draft.

(1) When the soil finally dried the plants began to grow.

**What change should be made in sentence 1?**

**A** Add a comma after dried

**B** Change plants to plant

**C** Change grow to grew

**D** Make no change

**Correct answer: A** Add a comma after dried

## WHY THIS IS CORRECT

The dependent part When the soil finally dried comes first, so a comma follows it before the complete idea.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Plants is a correct plural. Grow is correct after began to. The comma is missing, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including capitalization of abbreviations”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize an abbreviation** when it stands for a word that is capitalized.

Titles and place words shorten to capitalized abbreviations: **Gen.** Washington, **U.S.** government, **Sept.** 1787.

The abbreviation keeps the capital of the full word it replaces.

## KEY IDEA

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

Capitalize the abbreviation of a title or proper noun: **Gen.** Washington, **U.S.**, **Sept.**

**WHERE IT APPEARS:** In a passage about the Constitutional Convention, an abbreviation of a title or place is capitalized.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of abbreviations"*

## Find the abbreviation.

Read the sentence. Find the shortened word that stands for a capitalized word.

**"Gen. Washington led the meeting." → abbreviation Gen.**

**I CAN** I can find a capitalized abbreviation.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of abbreviations"*

## Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

**"They wrote the ( u.s. / U.S. ) Constitution."**

**I CAN** I can choose the correctly capitalized abbreviation.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of abbreviations"*

## Fix the capital letters.

An abbreviation is missing its capital. Fix it.

"The meeting began in sept. 1787."

**I CAN** I can edit an abbreviation so it is capitalized.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of abbreviations"*

## Write a sentence with an abbreviation.

Write one sentence about the convention using a capitalized abbreviation.

---

---

**I CAN** I can write a sentence using a capitalized abbreviation.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of abbreviations"*

## Explain why it is capitalized.

Tell why the abbreviation is capitalized.

---

---

**I CAN** I can explain why an abbreviation is capitalized.



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

| THE STANDARD                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xvi)</p> <p>edit drafts using standard English conventions, including <b>capitalization of abbreviations</b></p> | <p>“<b>Gen.</b> Washington led the meeting.”</p> <p><i>Gen. is the abbreviation of General, so it keeps the capital letter.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                           |                                                                                                                                     |

→ Now open your Standards Sweep Editing Tracking Sheet, 21 of 36, and complete the (11)(D)(xvi) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 21 of 36

TEKS (11)(D)(xvi) • Capitalize Abbreviations

Slide 8 of 10



## NOTICE

Monday

The abbreviation is Gen.; it stands for General and keeps the capital.



## CHOOSE

Tuesday

“U.S.” is correct because it stands for the capitalized United States.



## SHOW

Wednesday

“The meeting began in Sept. 1787.” Sept. is the abbreviation of September, so it is capitalized.



## OWN

Thursday

Sample: “Gen. Washington guided the delegates.” The abbreviation is capitalized.



## DEFEND

Friday

Gen. stands for General, a capitalized title, so the abbreviation keeps the capital.

Read this part of a student's draft.

(1) The delegates finished in sept. of 1787.

**What change should be made in sentence 1?**

**A** Change sept. to Sept.

**B** Change delegates to delegate

**C** Change finished to finish

**D** Make no change

**Correct answer: A** Change sept. to Sept.

## WHY THIS IS CORRECT

Sept. is the abbreviation of September, a capitalized word, so it must be capitalized.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

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

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including capitalization of initials”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize an initial**, a single letter that stands for a name.  
An initial is written as a capital letter with a period: **G.** Washington, **J.** Madison.  
Because it stands for a proper name, the initial is always a capital letter.

## KEY IDEA

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

An initial stands for a name, so it is a capital letter with a period: **J.** Madison.

**WHERE IT APPEARS:** In a passage about the delegates, an initial stands for a name and is capitalized.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of initials"*

## Find the initial.

Read the sentence. Find the single capital letter that stands for a name.

**"J. Madison took careful notes." → initial J.**

**I CAN** I can find a capitalized initial.







TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of initials"*

## Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

**"The notes were written by ( j. / J. ) Madison."**

**I CAN** I can choose the correctly capitalized initial.



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of initials"*

## Fix the capital letter.

An initial is missing its capital. Fix it.

"The plan came from g. Washington."

**I CAN** I can edit an initial so it is capitalized.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of initials"*

## Write a sentence with an initial.

Write one sentence about a delegate using a capitalized initial.

---

---

**I CAN** I can write a sentence using a capitalized initial.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of initials"*

## Explain why it is capitalized.

Tell why the initial is capitalized.

---

---

**I CAN** I can explain why an initial is capitalized.

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

| THE STANDARD                                                                                                            | EXAMPLE FROM THE PASSAGE                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xvii)</p> <p>edit drafts using standard English conventions, including <b>capitalization of initials</b></p> | <p>“<b>J.</b> Madison took careful notes.”</p> <p><i>J. is an initial standing for James, so it is a capital letter with a period.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                       |                                                                                                                                            |

➔ Now open your Standards Sweep Editing Tracking Sheet, 21 of 36, and complete the (11)(D)(xvii) row.



## NOTICE

Monday

The initial is J.; it stands for a name and is capitalized.



## CHOOSE

Tuesday

“J.” is correct because an initial stands for a proper name.



## SHOW

Wednesday

“The plan came from G. Washington.” The initial G. is capitalized.



## OWN

Thursday

Sample: “The idea belonged to J. Madison.” The initial is capitalized.



## DEFEND

Friday

The initial J. stands for the name James, a proper noun, so it is always a capital letter.

Read this part of a student's draft.

(1) The careful notes were kept by j. Madison.

**What change should be made in sentence 1?**

- A** Change j. to J.
- B** Change notes to note
- C** Change kept to keeps
- D** Make no change

**Correct answer: A** Change j. to J.

## WHY THIS IS CORRECT

The initial j. stands for a proper name, so it must be a capital letter, J.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

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



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including capitalization of acronyms”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I write an **acronym** in **capital letters**.

An acronym is made from the first letters of several words: **U.S.A.** stands for United States of America.

Because each letter stands for a capitalized word, the whole acronym is written in capitals.

## KEY IDEA

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

An acronym uses the first letters of several words, all capitalized: **U.S.A.**

**WHERE IT APPEARS:** In a passage about the new country, an acronym is written in capital letters.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of acronyms"*

## Find the acronym.

Read the sentence. Find the group of capital letters that stands for several words.

"The delegates created the U.S.A." → acronym U.S.A.

**I CAN** I can find an acronym.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of acronyms"*

## Choose the correct form.

Two forms are offered. Choose the one written in capitals.

**"They built the government of the ( u.s.a. / U.S.A. )."**

**I CAN** I can choose the correctly capitalized acronym.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of acronyms"*

## Fix the capital letters.

An acronym is not in capitals. Fix it.

"The leaders shaped the u.s. government."

**I CAN** I can edit an acronym so it is in capital letters.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of acronyms"*

## Write a sentence with an acronym.

Write one sentence about the new country using an acronym.

---

---

**I CAN** I can write a sentence using an acronym.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of acronyms"*

## Explain why it is capitalized.

Tell why the acronym is written in capitals.

---

---

**I CAN** I can explain why an acronym is capitalized.

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

| THE STANDARD                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xviii)</p> <p>edit drafts using standard English conventions, including <b>capitalization of acronyms</b></p> | <p>“The delegates created the <b>U.S.A.</b>”</p> <p><i>U.S.A. is an acronym for United States of America, so every letter is capitalized.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                        |                                                                                                                                                   |

➔ Now open your Standards Sweep Editing Tracking Sheet, 22 of 36, and complete the (11)(D)(xviii) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 22 of 36

TEKS (11)(D)(xviii) • Capitalize Acronyms

Slide 8 of 10



## NOTICE

Monday

The acronym is U.S.A.; each letter stands for a word, so it is all capitals.



## CHOOSE

Tuesday

“U.S.A.” is correct because each letter stands for a capitalized word.



## SHOW

Wednesday

“The leaders shaped the U.S. government.” The acronym is written in capitals.



## OWN

Thursday

Sample: “The delegates helped form the U.S.A.” The acronym is capitalized.



## DEFEND

Friday

Each letter in U.S.A. stands for a capitalized word, so the whole acronym is written in capitals.



Read this part of a student's draft.

(1) The convention created a new government for the u.s.a.

**What change should be made in sentence 1?**

**A** Change u.s.a. to U.S.A.

**B** Change convention to Convention

**C** Change created to creates

**D** Make no change

**Correct answer: A** Change u.s.a. to U.S.A.

## WHY THIS IS CORRECT

U.S.A. is an acronym whose letters stand for capitalized words, so it must be written in capitals.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Convention is a common noun here and stays lowercase. Created is the correct past tense. There is an error, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including capitalization of organizations”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I **capitalize the name of an organization** because it names a specific group.

Groups like the **Constitutional Convention** and **Congress** are capitalized.

A general word like committee or meeting stays lowercase unless it is part of the name.

## KEY IDEA

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

A named organization is capitalized: the **Constitutional Convention, Congress**.

**WHERE IT APPEARS:** In a passage about 1787, the name of an organization is capitalized.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of organizations"*

## Find the organization.

Read the sentence. Find the name of a specific organization.

**"Leaders met at the Constitutional Convention." → organization Constitutional Convention**

**I CAN** I can find the name of an organization.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of organizations"*

## Choose the correct form.

Two forms are offered. Choose the one capitalized correctly.

**"The new plan created ( congress / Congress )."**

**I CAN** I can choose the correctly capitalized organization name.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of organizations"*

## Fix the capital letters.

The name of an organization is missing its capitals. Fix it.

**"The delegates formed the constitutional convention."**

**I CAN** I can edit an organization name so it is capitalized.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of organizations"*

## Write a sentence with an organization.

Write one sentence about 1787 that names an organization.

---

---

**I CAN** I can write a sentence using a capitalized organization.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including capitalization of organizations"*

## Explain why it is capitalized.

Tell why the organization name is capitalized.

---

---

**I CAN** I can explain why an organization name is capitalized.



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

| THE STANDARD                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xix)</p> <p>edit drafts using standard English conventions, including <b>capitalization of organizations</b></p> | <p>“Leaders met at the <b>Constitutional Convention</b>.”</p> <p><i>Constitutional Convention names a specific organization, so it is capitalized.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                           |                                                                                                                                                            |

➔ Now open your Standards Sweep Editing Tracking Sheet, 22 of 36, and complete the (11)(D)(xix) row.



## NOTICE

Monday

The organization is the Constitutional Convention; it names a specific group and is capitalized.



## CHOOSE

Tuesday

“Congress” is correct because it names one specific organization.



## SHOW

Wednesday

“The delegates formed the Constitutional Convention.” The organization name is capitalized.



## OWN

Thursday

Sample: “The delegates at the Constitutional Convention reached a compromise.” The organization is capitalized.



## DEFEND

Friday

Congress is the specific name of one organization, so it is capitalized like a proper noun.

Read this part of a student's draft.

(1) The delegates argued for weeks at the constitutional convention.

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

**A** Change constitutional convention to Constitutional Convention

**B** Change delegates to delegate

**C** Change argued to argues

**D** No change is needed

**Correct answer: A** Change constitutional convention to Constitutional Convention

## WHY THIS IS CORRECT

Constitutional Convention is the name of a specific organization, so its important words must be capitalized.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Delegates is a correct plural. Argued is the correct past tense. There is an error, so No change is needed is wrong.

## EXACT TEKS WORDING (from TEA)

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

## WHAT DOES THIS MEAN TO ME?

When I edit, I make a **compound sentence** by joining **two complete ideas** with a comma and a joining word.

Each part still needs its own **subject and verb that agree**: the delegates **argue**, and the leader **listens**.

A compound sentence lets me connect two related ideas smoothly for the reader.

## KEY IDEA

A compound sentence is a **convention**, so it wears no weather symbol.

Join two complete ideas with a comma and a joining word, and keep each subject and verb in agreement.

**WHERE IT APPEARS:** In a passage about the 1787 debate, two complete ideas join into one compound sentence.

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



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement"*

## Find the two complete ideas.

Read the sentence. Find the two complete ideas that are joined together.

**"Voices were raised, and some delegates worried." → two ideas: voices were raised / delegates worried**

**I CAN** I can find the two complete ideas in a compound sentence.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement"*

## Choose the verb that agrees.

Choose the verb that agrees with its subject in one part.

**"The states disagreed, and the debate ( continue / continued )."**

**I CAN** I can choose verbs that agree in a compound sentence.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement"*

## Fix the agreement.

One verb does not agree with its subject. Fix it.

**"The leader speaks, and the delegates listens."**

**I CAN** I can edit a compound sentence so both parts agree.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement"*

## Write a compound sentence.

Write one compound sentence about the convention, joining two complete ideas.

---

---

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





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement"*

## Explain why it is a compound sentence.

Tell why the two ideas form a compound sentence.

---

---

**I CAN** I can explain how a compound sentence joins two complete ideas.



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

| THE STANDARD                                                                                                                                           | EXAMPLE FROM THE PASSAGE                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)(ii)</b><br/>edit drafts using standard English conventions, including <b>complete compound sentences with subject-verb agreement</b></p> | <p>“Voices were raised, and some delegates worried.”<br/><i>Two complete ideas join with a comma and and, and each subject and verb agree.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                               |                                                                                                                                                    |

➔ Now open your Standards Sweep Editing Tracking Sheet, 23 of 36, and complete the (11)(D)(ii) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 23 of 36

TEKS (11)(D)(ii) • Compound Sentences & Agreement

Slide 8 of 10



## NOTICE

Monday

The two ideas are voices were raised and delegates worried, joined into one compound sentence.



## CHOOSE

Tuesday

“continued” agrees with the singular subject debate.



## SHOW

Wednesday

“The leader speaks, and the delegates listen.” The plural subject delegates takes the plural verb listen.



## OWN

Thursday

Sample: “The debate lasted for days, and the delegates finally agreed.” Two ideas are joined.



## DEFEND

Friday

Both parts are complete ideas joined by a comma and and, so they make a compound sentence.

Read this part of a student's draft.

(1) The states disagreed, and the debate continue for many days.

**What change should be made in sentence 1?**

**A** Change continue to continued

**B** Change states to state

**C** Change days to day

**D** Make no change

**Correct answer: A** Change continue to continued

## WHY THIS IS CORRECT

The singular subject debate needs the past-tense verb continued so both parts of the compound sentence are correct.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

States is a correct plural. Days is a correct plural. The verb is wrong, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including complete compound sentences with avoidance of splices”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I avoid a **comma splice**, which happens when a comma alone joins two complete ideas.

Two complete ideas need a **comma and a joining word**, like and, but, or so, not just a comma.

Fixing a splice makes the boundary between my two ideas clear.

## KEY IDEA

A comma splice is a **convention** error, so it wears no weather symbol.

A comma alone cannot join two complete ideas: add a joining word like **and**, **but**, or **so**.

**WHERE IT APPEARS:** In a passage about the 1787 debate, two complete ideas need more than a comma to join them.

This deck teaches **Fixing Comma Splices** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of splices"*

## Find the comma splice.

Read the sentence. Find where a comma alone joins two complete ideas.

**"The delegates argued, they could not agree." → a comma splice joins two complete ideas**

**I CAN** I can find a comma splice in a sentence.







TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of splices"*

## Choose the correct join.

Two versions are offered. Choose the one that joins the ideas correctly.

**"The delegates argued ( , / , but ) they could not agree."**

**I CAN** I can choose the correct way to join two complete ideas.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of splices"*

## Fix the comma splice.

A comma alone joins two ideas. Add a joining word to fix it.

**"The debate was long, everyone felt tired."**

**I CAN** I can edit a comma splice by adding a joining word.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of splices"*

## Write a corrected compound sentence.

Write one compound sentence about the debate that joins two ideas correctly.

---

---

**I CAN** I can write a compound sentence without a comma splice.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of splices"*

## Explain why a comma alone is not enough.

Tell why two complete ideas need more than a comma.

---

---

**I CAN** I can explain why a comma splice needs a joining word.



Complete the **avoiding comma splices** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(iii)</p> <p>edit drafts using standard English conventions, including <b>complete compound sentences with avoidance of splices</b></p> | <p>“The delegates argued, but they could not agree.”</p> <p><i>The comma and the joining word but together connect the two complete ideas.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                                                 |                                                                                                                                                    |

➔ Now open your Standards Sweep Editing Tracking Sheet, 23 of 36, and complete the (11)(D)(iii) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 23 of 36

TEKS (11)(D)(iii) • Fixing Comma Splices

Slide 8 of 10



## NOTICE

Monday

The comma splice joins The delegates argued and they could not agree with only a comma.



## CHOOSE

Tuesday

“, but” is correct because two complete ideas need a comma and a joining word.



## SHOW

Wednesday

“The debate was long, and everyone felt tired.” The joining word and fixes the splice.



## OWN

Thursday

Sample: “The states disagreed, but they finally compromised.” The ideas join correctly.



## DEFEND

Friday

Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.

Read this part of a student's draft.

(1) The delegates debated for days, they still could not agree.

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

**A** Add the word but after the comma

**B** Remove the comma

**C** Change debated to debate

**D** Make no change

**Correct answer: A** Add the word but after the comma

## WHY THIS IS CORRECT

A comma alone cannot join two complete ideas, so a joining word like but is added after the comma.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Removing the comma would create a run-on. Debated is the correct past tense. There is a splice to fix, so Make no change is wrong.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I avoid a **run-on**, which happens when two complete ideas run together with **no punctuation**.

I fix a run-on by adding a **comma and a joining word**, or by making two sentences.

Fixing run-ons gives the reader a clear stop between my ideas.

## KEY IDEA

A run-on is a **convention** error, so it wears no weather symbol.

Two complete ideas cannot run together: add a comma and a joining word, or make two sentences.

**WHERE IT APPEARS:** In a passage about 1787, two complete ideas must not run together without punctuation.

This deck teaches **Fixing Run-On Sentences** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons"*

## Find the run-on.

Read the sentence. Find two complete ideas that run together with no punctuation.

**"The delegates disagreed they kept talking." → two ideas run together with no punctuation**

**I CAN** I can find a run-on sentence.





TODAY'S THINKING JOB

# CHOOSE

**“I can do it with support.”**

EXACT TEKS WORDING

*“edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons”*

## Choose the correct fix.

Two versions are offered. Choose the one that separates the ideas correctly.

**“The delegates disagreed ( they / , so they ) kept talking.”**

**I CAN** I can choose the correct way to fix a run-on.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons"*

## Fix the run-on.

Two ideas run together. Add a comma and a joining word to fix it.

**"The meeting was hard the delegates did not quit."**

**I CAN** I can edit a run-on by adding a comma and a joining word.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons"*

## Write a corrected compound sentence.

Write one compound sentence about the debate that joins two ideas correctly.

---

---

**I CAN** I can write a compound sentence without a run-on.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons"*

## Explain why a run-on is a problem.

Tell why two ideas cannot run together.

---

---

**I CAN** I can explain why a run-on needs a comma and a joining word.



Complete the **avoiding run-ons** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                     | EXAMPLE FROM THE PASSAGE                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(iv)</p> <p>edit drafts using standard English conventions, including <b>complete compound sentences with avoidance of run-ons</b></p> | <p>“The delegates disagreed, so they kept talking.”</p> <p><i>A comma and the joining word so separate the two complete ideas.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                                                |                                                                                                                                        |

➔ Now open your Standards Sweep Editing Tracking Sheet, 23 of 36, and complete the (11)(D)(iv) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 23 of 36

TEKS (11)(D)(iv) • Fixing Run-On Sentences

Slide 8 of 10



## NOTICE

Monday

The run-on is The delegates disagreed they kept talking, with no punctuation between the ideas.



## CHOOSE

Tuesday

“, so they” is correct because it separates the two ideas with a comma and a joining word.



## SHOW

Wednesday

“The meeting was hard, but the delegates did not quit.” The comma and but fix the run-on.



## OWN

Thursday

Sample: “The states wanted different things, so a compromise was needed.” The ideas join correctly.



## DEFEND

Friday

With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.



Read this part of a student's draft.

(1) The debate grew tense no one wanted to give up.

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

**A** Add a comma and the word but after tense

**B** Change debate to debates

**C** Change wanted to wants

**D** Make no change

**Correct answer: A** Add a comma and the word but after tense

## WHY THIS IS CORRECT

Two complete ideas run together, so a comma and a joining word like but are added to separate them.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Debate names one and is correct. Wanted is the correct past tense. There is a run-on to fix, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I avoid a **fragment**, which is a piece of a sentence that is missing a subject or a verb.

A complete sentence needs a **subject** and a **verb** and must tell a whole idea.

I fix a fragment by adding the missing part so it becomes a complete idea.

## KEY IDEA

A fragment is a **convention** error, so it wears no weather symbol.

A complete idea needs a subject and a verb:  
add the missing part to fix a fragment.

**WHERE IT APPEARS:** In a passage about 1787, every idea must be complete, not a fragment.

This deck teaches **Fixing Sentence Fragments** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments"*

## Find the fragment.

Read the group of words. Decide whether it is missing a subject or a verb.

**"Argued about representation for days." → a fragment, it has no subject**

**I CAN** I can find a sentence fragment.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments"*

## Choose the complete sentence.

Two choices are offered. Choose the one that is a complete idea.

**( After the long debate. / The delegates reached a compromise. )**

**I CAN** I can tell a complete sentence from a fragment.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments"*

## Fix the fragment.

A fragment is missing a part. Add a subject or a verb to complete it.

"The leaders at the convention."

**I CAN** I can edit a fragment into a complete sentence.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments"*

## Write a complete sentence.

Write one complete sentence about the convention with a subject and a verb.

---

---

**I CAN** I can write a complete sentence, not a fragment.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments"*

## Explain why it is a fragment.

Tell why the group of words is not a complete sentence.

---

---

**I CAN** I can explain why a fragment is not a complete sentence.





Complete the **avoiding fragments** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                          | EXAMPLE FROM THE PASSAGE                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)(v)</b><br/>edit drafts using standard English conventions, including <b>complete compound sentences with avoidance of fragments</b></p> | <p>“The delegates reached a compromise.”<br/><i>This is a complete sentence; it has the subject delegates and the verb reached.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                              |                                                                                                                                         |

➔ Now open your Standards Sweep Editing Tracking Sheet, 24 of 36, and complete the (11)(D)(v) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 24 of 36

TEKS (11)(D)(v) • Fixing Sentence Fragments

Slide 8 of 10



## NOTICE

Monday

“Argued about representation for days” is a fragment because it has no subject.



## CHOOSE

Tuesday

“The delegates reached a compromise.” is the complete sentence.



## SHOW

Wednesday

“The leaders at the convention debated for weeks.” Adding a verb completes the idea.



## OWN

Thursday

Sample: “The delegates finally reached an agreement.” This is a complete sentence.



## DEFEND

Friday

After the long debate has no subject doing an action, so it is a fragment until a complete idea is added.

Read this part of a student's draft.

(1) The delegates worked hard. Because they wanted the meeting to succeed.

**What is the correct way to write these sentences?**

**A** The delegates worked hard because they wanted the meeting to succeed.

**B** The delegates worked hard. Because they wanted the meeting to succeed.

**C** The delegates worked. Hard because they wanted the meeting to succeed.

**D** The delegates worked hard because. They wanted the meeting to succeed.

**Correct answer: A** The delegates worked hard because they wanted the meeting to succeed.

## WHY THIS IS CORRECT

Because they wanted the meeting to succeed is a fragment, so it joins the complete idea before it to make one sentence.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

The other choices leave a fragment or split the complete idea into pieces.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I put a **comma before the joining word** in a compound sentence. The comma comes right before and, but, or, or so when they join two complete ideas.

The comma tells the reader where the first complete idea ends.

## KEY IDEA

A comma is a **convention** of punctuation, so it wears no weather symbol.

In a compound sentence, put the comma right before the joining word: ...for days, **and** they compromised.

**WHERE IT APPEARS:** In a compound sentence about 1787, a comma comes before the joining word.

This deck teaches **Commas in Compound Sentences** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"*

## Find where the comma belongs.

Read the compound sentence. Find the joining word where the comma belongs.

"The debate was long, and the delegates were tired." → comma before and

**I CAN** I can find where the comma belongs in a compound sentence.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"*

## Choose the correct punctuation.

Two versions are offered. Choose the one with the comma in the right place.

**"The states disagreed ( but / , but ) they compromised."**

**I CAN** I can choose the correct comma placement.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"*

## Add the missing comma.

A compound sentence is missing its comma. Add it before the joining word.

**"The debate ended but the questions remained."**

**I CAN** I can edit a compound sentence to add the missing comma.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"*

## Write a compound sentence with a comma.

Write one compound sentence about 1787 with the comma in the right place.

---

---

**I CAN** I can write a compound sentence with a correct comma.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"*

## Explain why the comma is needed.

Tell why the comma comes before the joining word.

---

---

**I CAN** I can explain why a comma comes before the joining word.

Complete the **commas in compound sentences** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                | EXAMPLE FROM THE PASSAGE                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)(xx)</b><br/>edit drafts using standard English conventions, including <b>commas in compound sentences</b></p> | <p>“The debate was long, and the delegates were tired.”<br/><i>The comma comes right before the joining word and in the compound sentence.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                    |                                                                                                                                                    |

➔ Now open your Standards Sweep Editing Tracking Sheet, 24 of 36, and complete the (11)(D)(xx) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 24 of 36

TEKS (11)(D)(xx) • Commas in Compound Sentences

Slide 8 of 10



## NOTICE

Monday

The comma belongs before and, where the first complete idea ends.



## CHOOSE

Tuesday

“, but” is correct because the comma comes before the joining word.



## SHOW

Wednesday

“The debate ended, but the questions remained.” The comma is added before but.



## OWN

Thursday

Sample: “The delegates disagreed, but they reached a compromise.” The comma is placed correctly.



## DEFEND

Friday

The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.

Read this part of a student's draft.

(1) The states disagreed but the delegates found a compromise.

**What change should be made in sentence 1?**

**A** Add a comma after disagreed

**B** Change states to state

**C** Change found to finds

**D** Make no change

**Correct answer: A** Add a comma after disagreed

## WHY THIS IS CORRECT

In a compound sentence, a comma goes before the joining word but, so a comma is added after disagreed.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

States is a correct plural. Found is the correct past tense. The comma is missing, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue”*

## WHAT DOES THIS MEAN TO ME?

When I edit, I put **quotation marks** around the **exact words a person says**.  
A comma separates the spoken words from the speaker, and the end punctuation goes **inside** the quotation marks.  
Quotation marks tell the reader exactly where the speaking begins and ends.

## KEY IDEA

Quotation marks are a **convention** of punctuation, so they wear no weather symbol.  
Put quotation marks around the exact words spoken, with the end punctuation **inside**:

**“Every voice matters,”** she said.

**WHERE IT APPEARS:** In a passage about civic life, quotation marks show the exact words a person says.

This deck teaches **Quotation Marks in Dialogue** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue"*

## Find the spoken words.

Read the sentence. Find the exact words that a person says.

““Every voice matters,” the mayor said.” → spoken words Every voice matters

**I CAN** I can find the exact words a person says.







TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue"*

## Choose the correct punctuation.

Two versions are offered. Choose the one that punctuates the dialogue correctly.

**( I want to vote, she said. / "I want to vote," she said. )**

**I CAN** I can choose the correct way to punctuate dialogue.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue"*

## Add the quotation marks.

The spoken words are missing their quotation marks. Add them.

**"Communities need our voices, the leader explained."**

**I CAN** I can edit dialogue to add quotation marks.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue"*

## Write a sentence with dialogue.

Write one sentence about civic life where a person speaks, using quotation marks.

---

---

**I CAN** I can write a sentence using quotation marks in dialogue.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue"*

## Explain why quotation marks are used.

Tell why the spoken words need quotation marks.

---

---

**I CAN** I can explain how quotation marks show dialogue.

Complete the **quotation marks in dialogue** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xxii)</p> <p>edit drafts using standard English conventions, including <b>quotation marks in dialogue</b></p> | <p>““Every voice matters,” the mayor said.”</p> <p><i>Quotation marks surround the exact words spoken, and the comma sits inside before the speaker tag.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                        |                                                                                                                                                                  |

➔ Now open your Standards Sweep Editing Tracking Sheet, 25 of 36, and complete the (11)(D)(xxii) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 25 of 36

TEKS (11)(D)(xxii) • Quotation Marks in Dialogue

Slide 8 of 10



## NOTICE

Monday

The spoken words are Every voice matters, and quotation marks belong around them.



## CHOOSE

Tuesday

“I want to vote,” she said.” is correct because the quotation marks surround the exact words.



## SHOW

Wednesday

““Communities need our voices,” the leader explained.” The quotation marks are added around the spoken words.



## OWN

Thursday

Sample: “I will vote in every election,” Marcus promised.” The quotation marks show the exact words.



## DEFEND

Friday

The words are exactly what the mayor said, so quotation marks show where the speaking begins and ends.

Read this part of a student's draft.

(1) Our community needs you, the volunteer told the students.

**What change should be made in sentence 1?**

**A** Put quotation marks around Our community needs you,

**B** Change told to tells

**C** Change students to student

**D** Make no change

**Correct answer: A** Put quotation marks around Our community needs you,

## WHY THIS IS CORRECT

The words Our community needs you are exactly what the volunteer said, so they need quotation marks around them.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Told is the correct past tense. Students is a correct plural. The quotation marks are missing, so Make no change is wrong.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including punctuation marks, including italics for titles”*

## WHAT DOES THIS MEAN TO ME?

When I type, I use **italics** for the title of a **long work**, like a book, a newspaper, or a magazine.

The slanted italic letters set the whole title apart: the book **Our Town, Our Voice**. Italics tell the reader that these words are the name of a complete work.

## KEY IDEA

Italics are a **convention** of formatting, so they wear no weather symbol.

Use italics for the title of a long work, like a book or newspaper: the book **Our Town, Our Voice**.

**WHERE IT APPEARS:** In a passage about the community, italics set apart the title of a book or newspaper.

This deck teaches **Italics for Titles** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for titles"*

## Find the title of a long work.

Read the sentence. Find the title of a book, newspaper, or magazine.

**"She read the book Our Town, Our Voice." → title Our Town, Our Voice**

**I CAN** I can find the title of a long work.





TODAY'S THINKING JOB

# CHOOSE

"I can do it with support."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for titles"*

## Choose what should be in italics.

Choose the part of the sentence that should be in italics.

"The class read ( the / The Community Times ) each morning."

**I CAN** I can choose the title that needs italics.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for titles"*

## Fix the formatting.

A book title is written in plain type. Mark it so it would be in italics.

"They studied the book **Voices That Lead.**"

**I CAN** I can edit a long-work title so it is set in italics.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for titles"*

## Write a sentence with a title in italics.

Write one sentence about the community that names a book or newspaper set in italics.

---

---

**I CAN** I can write a sentence using italics for a title.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for titles"*

## Explain why italics are used.

Tell why the title of a long work is set in italics.

---

---

**I CAN** I can explain why a long work uses italics.

Complete the **italics for titles** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                     | EXAMPLE FROM THE PASSAGE                                                                                                          |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xxiii)</p> <p>edit drafts using standard English conventions, including <b>italics for titles</b></p> | <p>“She read the book <b>Our Town, Our Voice</b>.”</p> <p><i>The title of a long work, like this book, is set in italics.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                |                                                                                                                                   |

➔ Now open your Standards Sweep Editing Tracking Sheet, 26 of 36, and complete the (11)(D)(xxiii) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 26 of 36

TEKS (11)(D)(xxiii) • *Italics for Titles*

Slide 8 of 10



## NOTICE

Monday

The title of the long work is *Our Town, Our Voice*; it is set in italics.



## CHOOSE

Tuesday

“The Community Times” is the newspaper title that needs italics.



## SHOW

Wednesday

The book title *Voices That Lead* should be set in italics because it names a whole book.



## OWN

Thursday

Sample: “Our teacher shared the newspaper *The Community Times*.” The title is set in italics.



## DEFEND

Friday

The title names a whole book, so italics set it apart from the rest of the sentence.



Read this part of a student's draft.

(1) The students read the book Our Town, Our Voice for the meeting.

**How should the title of the book be written?**

**A** In italics, as *Our Town, Our Voice*

**B** In all capital letters

**C** With no special formatting

**D** In quotation marks, as a short work

**Correct answer: A** In italics, as *Our Town, Our Voice*

## WHY THIS IS CORRECT

A book is a long work, so its title is set in italics.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Titles of long works are not written in all capitals or left plain, and quotation marks are used for short works like a single poem or article, not a whole book.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including punctuation marks, including italics for emphasis”*

## WHAT DOES THIS MEAN TO ME?

When I type, I use **italics** to add **emphasis** to a word I want the reader to stress. The slanted letters make one word stand out: Every vote **really** matters. I use emphasis carefully, on just the word that carries the most meaning.

## KEY IDEA

Italics for emphasis are a **convention** of formatting, so they wear no weather symbol. Put one important word in italics to stress it: Every vote **really** matters.

**WHERE IT APPEARS:** In a passage about civic life, italics can stress the one word that matters most.

This deck teaches **Italics for Emphasis** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for emphasis"*

## Find the emphasized word.

Read the sentence. Find the word that is stressed for emphasis.

**"Every voice truly counts." → emphasized word truly**

**I CAN** I can find a word set in italics for emphasis.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for emphasis"*

## Choose the word to emphasize.

Choose the one word that carries the strongest meaning to emphasize.

**"Your vote ( and / does ) make a difference."**

**I CAN** I can choose the word that should be emphasized.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for emphasis"*

## Fix the emphasis.

A whole sentence is stressed. Mark just the one key word for italics instead.

**"EVERY VOTE COUNTS."**

**I CAN** I can edit emphasis so only the key word is stressed.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for emphasis"*

## Write a sentence with emphasis.

Write one sentence about civic life, choosing one word to set in italics for emphasis.

---

---

**I CAN** I can write a sentence using italics for emphasis.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including italics for emphasis"*

## Explain why the emphasis helps.

Tell why the writer stressed that one word.

---

---

**I CAN** I can explain how italics add emphasis.



Complete the **italics for emphasis** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                                                |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xxiv)</p> <p>edit drafts using standard English conventions, including <b>italics for emphasis</b></p> | <p>“Every vote <b>really</b> matters.”</p> <p><i>The one key word really is set in italics to stress the point.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                 |                                                                                                                         |

➔ Now open your Standards Sweep Editing Tracking Sheet, 26 of 36, and complete the (11)(D)(xxiv) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 26 of 36

TEKS (11)(D)(xxiv) • *Italics for Emphasis*

Slide 8 of 10



## NOTICE

Monday

The emphasized word is truly; it is set in italics to stress the point.



## CHOOSE

Tuesday

“does” is the word to emphasize because it answers the doubt about whether a vote matters.



## SHOW

Wednesday

“Every vote counts.” Instead of all capitals, one word is set in italics for emphasis.



## OWN

Thursday

Sample: “Communities change when people truly participate.” Truly is emphasized.



## DEFEND

Friday

The word *does* answers a doubt about whether one vote matters, so italics stress it to make the point strong.

Read this part of a student's draft.

(1) The volunteer said that one voice CAN change a community.

How should the word **CAN** be written for emphasis?

- A In italics, as *can*
- B In all capital letters, as **CAN**
- C In quotation marks, as “can”
- D With no change

**Correct answer: A**    In *italics*, as can

## WHY THIS IS CORRECT

Emphasis is shown with italics on the one key word, so *can* should be in italics, not all capitals.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

All capital letters look like shouting, quotation marks are for a speaker's exact words, and leaving it plain removes the intended emphasis.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including punctuation marks, including underlining for titles”*

## WHAT DOES THIS MEAN TO ME?

When I **write by hand**, I **underline** the title of a long work, since I cannot make italics with a pencil.

Underlining does the same job as italics: it sets apart the title of a book, newspaper, or magazine.

So the same book is *Our Town, Our Voice* in italics when typed and underlined when handwritten.

## KEY IDEA

Underlining is a **convention** of formatting, so it wears no weather symbol.

When writing by hand, underline the title of a long work, the same as italics when typing.

**WHERE IT APPEARS:** In a handwritten note about the community, a long-work title is underlined.

This deck teaches **Underlining for Titles** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for titles"*

## Find the title of a long work.

Read the handwritten sentence. Find the title that should be underlined.

"She checked out the book **Our Town, Our Voice.**" → title **Our Town, Our Voice** should be underlined

**I CAN** I can find the title of a long work to underline.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for titles"*

## Choose what should be underlined.

Choose the part of the handwritten sentence that should be underlined.

**"The class read ( the / The Community Times ) each week."**

**I CAN** I can choose the title that needs underlining.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for titles"*

## Fix the formatting.

A handwritten book title is not underlined. Mark it to be underlined.

"They read the book **Voices That Lead.**"

**I CAN** I can edit a handwritten title so it is underlined.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for titles"*

## Write a handwritten sentence with an underlined title.

Write one sentence, as if by hand, that names a book or newspaper to be underlined.

---

---

**I CAN** I can write a sentence using underlining for a title.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for titles"*

## Explain why underlining is used.

Tell why a handwritten title is underlined.

---

---

**I CAN** I can explain why handwriting uses underlining for titles.



Complete the **underlining for titles** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xxv)</p> <p>edit drafts using standard English conventions, including <b>underlining for titles</b></p> | <p>By hand, the book title <b><u>Our Town, Our Voice</u></b> is underlined.</p> <p><i>Underlining a handwritten title does the same job as italics do when typing.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                  |                                                                                                                                                                            |

➔ Now open your Standards Sweep Editing Tracking Sheet, 27 of 36, and complete the (11)(D)(xxv) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 27 of 36

TEKS (11)(D)(xxv) • Underlining for Titles

Slide 8 of 10



## NOTICE

Monday

The title of the long work is Our Town, Our Voice; when handwritten it is underlined.



## CHOOSE

Tuesday

“The Community Times” is the newspaper title that should be underlined.



## SHOW

Wednesday

The book title Voices That Lead should be underlined because it names a whole book.



## OWN

Thursday

Sample: “Our teacher shared the newspaper The Community Times.” The title is underlined.



## DEFEND

Friday

I cannot make italics with a pencil, so I underline the title to do the same job of setting it apart.

Read this part of a student's draft.

(1) On her paper, Maria wrote about the book Voices That Lead.

**How should Maria write the book title by hand?**

**A** Underlined, as Voices That Lead

**B** In all capital letters

**C** In quotation marks

**D** With no special formatting

**Correct answer: A** Underlined, as Voices That Lead

## WHY THIS IS CORRECT

When writing by hand, the title of a long work like a book is underlined, which does the same job as italics.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Titles of long works are not written in all capitals or plain, and quotation marks are used for short works, not a whole book.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis”*

## WHAT DOES THIS MEAN TO ME?

When I **write by hand**, I can **underline** a word to add **emphasis**, since I cannot make italics.

Underlining one key word makes it stand out: Every vote really matters.

Like italics, I use underlining for emphasis carefully, on just the word that carries the most meaning.

## KEY IDEA

Underlining for emphasis is a **convention** of formatting, so it wears no weather symbol. When writing by hand, underline one important word to stress it, the same as italics when typing.

**WHERE IT APPEARS:** In a handwritten note about civic life, underlining stresses the one word that matters most.

This deck teaches **Underlining for Emphasis** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis"*

## Find the emphasized word.

Read the handwritten sentence. Find the word that is stressed for emphasis.

"Every voice really counts." → the underlined word really

**I CAN** I can find a word underlined for emphasis.







TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis"*

## Choose the word to emphasize.

Choose the one word that carries the strongest meaning to underline.

**"Your vote ( and / does ) make a difference."**

**I CAN** I can choose the word that should be underlined.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis"*

## Fix the emphasis.

A whole handwritten sentence is stressed. Underline just the one key word instead.

**"EVERY VOTE COUNTS."**

**I CAN** I can edit emphasis so only the key word is underlined.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis"*

## Write a handwritten sentence with emphasis.

Write one sentence about civic life, choosing one word to underline for emphasis.

---

---

**I CAN** I can write a sentence using underlining for emphasis.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis"*

## Explain why underlining is used.

Tell why the handwritten word is underlined.

---

---

**I CAN** I can explain how underlining adds emphasis by hand.

Complete the **underlining for emphasis** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                          | EXAMPLE FROM THE PASSAGE                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)(xxvi)</p> <p>edit drafts using standard English conventions, including <b>underlining for emphasis</b></p> | <p>By hand, the key word <b>really</b> is underlined for emphasis.</p> <p><i>Underlining one word by hand stresses it the same way italics do when typing.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                     |                                                                                                                                                                    |

➔ Now open your Standards Sweep Editing Tracking Sheet, 27 of 36, and complete the (11)(D)(xxvi) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 27 of 36

TEKS (11)(D)(xxvi) • Underlining for Emphasis

Slide 8 of 10



## NOTICE

Monday

The emphasized word is really; when handwritten it is underlined to stress the point.



## CHOOSE

Tuesday

“does” is the word to underline because it answers the doubt about whether a vote matters.



## SHOW

Wednesday

“Every vote counts.” Instead of all capitals, one word is underlined for emphasis.



## OWN

Thursday

Sample: “Communities change when people truly participate.” Truly is underlined.



## DEFEND

Friday

I cannot make italics with a pencil, so I underline the key word to stress it and make the point strong.

Read this part of a student's draft.

(1) In her handwritten note, Maria wrote that one voice CAN change a community.

**How should Maria show emphasis on the word CAN by hand?**

- A** Underline it, as can
- B** Leave it in all capital letters, as CAN
- C** Put it in quotation marks
- D** Make no change

**Correct answer: A** Underline it, as can

## WHY THIS IS CORRECT

When writing by hand, emphasis is shown by underlining the one key word, which does the same job as italics.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

All capital letters look like shouting, quotation marks are for a speaker's exact words, and leaving it plain removes the intended emphasis.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of marks and formatting)”*

## WHAT DOES THIS MEAN TO ME?

This week I **review the marks and formatting** I learned this cluster as I edit.  
I check **quotation marks** for dialogue, and **italics or underlining** for titles and for emphasis.  
I remember to **italicize when I type** and **underline when I write by hand**.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.  
I apply all my marks at once: quotation marks for dialogue, italics or underlining for titles and emphasis.

**WHERE IT APPEARS:** In a passage about civic life, I edit the quotation marks, italics, and underlining.

This deck teaches **Cumulative Review: Marks & Formatting** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Fix the dialogue.

Add the quotation marks around the exact words a person says.

"Every voice matters, the mayor said." → ""Every voice matters," the mayor said."

**I CAN** I can edit dialogue with quotation marks.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Choose the right formatting for a title.

Choose how to write the title of a book when typing.

**The book title should be ( in quotation marks / in italics ).**

**I CAN** I can choose italics for the title of a long work.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Fix the emphasis.

A whole sentence is in capitals. Emphasize just one key word with italics or underlining instead.

**"EVERY VOTE COUNTS."**

**I CAN** I can edit emphasis so only the key word is stressed.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Write a sentence with a mark or formatting.

Write one sentence about civic life that uses dialogue, a title, or emphasis correctly.

---

---

**I CAN** I can write a sentence using marks and formatting.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Explain a formatting choice.

Tell why you used italics, underlining, or quotation marks.

---

---

**I CAN** I can explain my marks and formatting choices.



Complete the **cumulative marks and formatting review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>quotation marks, italics, and underlining</b></p> | <p>““Every voice matters,” the mayor said, and she pointed to the book <i>Our Town, Our Voice</i>.”<br/><i>The dialogue uses quotation marks, and the long-work title is set in italics.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                             |                                                                                                                                                                                                  |

➔ Now open your Standards Sweep Editing Tracking Sheet, 28 of 36, and complete the (11)(D) row.



## NOTICE

Monday

““Every voice matters,” the mayor said.” Quotation marks surround the exact words.



## CHOOSE

Tuesday

The book title should be in italics because it names a whole long work.



## SHOW

Wednesday

“Every vote counts.” One word is stressed with italics instead of all capitals.



## OWN

Thursday

Sample: ““We can make a difference,” she said.” The dialogue is punctuated correctly.



## DEFEND

Friday

I put the book title in italics because it names a whole long work, which italics set apart.



Read this part of a student's draft.

(1) I really want to help, said Marcus as he read the book Our Town, Our Voice.

**What change should be made in sentence 1?**

**A** Put quotation marks around I really want to help,

**B** Change said to says

**C** Change read to reads

**D** Make no change

**Correct answer: A** Put quotation marks around I really want to help,

## WHY THIS IS CORRECT

The words I really want to help are exactly what Marcus said, so they need quotation marks; the book title is already correctly set in italics.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Said and read are both correct past tense. The dialogue is missing its quotation marks, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of sentences)”*

## WHAT DOES THIS MEAN TO ME?

This week I **review everything I have learned about sentences** as I edit.  
I check **complete sentences**, **subject-verb agreement**, and **compound sentences** joined correctly.  
I fix any **fragments**, **run-ons**, or **comma splices** so every idea is clear.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.  
I apply all my sentence conventions at once: complete ideas, agreement, and correct joining.

**WHERE IT APPEARS:** In a poem about one voice starting a wave, I edit for strong, complete sentences.

This deck teaches **Cumulative Review: Sentences** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of sentences)"*

## Find the complete sentence.

Read the two choices. Find the one that is a complete sentence.

( One voice in the crowd. / One voice can start a wave. ) → One voice can start a wave.

**I CAN** I can tell a complete sentence from a fragment.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of sentences)"*

## Choose the verb that agrees.

Choose the verb that agrees with its subject.

**"The people ( gathers / gather ) to speak."**

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





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of sentences)"*

## Fix the run-on.

Two ideas run together. Add a comma and a joining word.

**"One person asks a question others begin to listen."**

**I CAN** I can fix a run-on sentence.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of sentences)"*

## Write a compound sentence.

Write one compound sentence about using your voice.

---

---

**I CAN** I can write a compound sentence.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of sentences)"*

## Explain a sentence edit.

Tell how you made an idea a complete, clear sentence.

---

---

**I CAN** I can explain how I edit for strong sentences.





Complete the **cumulative sentence review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                 | EXAMPLE FROM THE PASSAGE                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)</p> <p>edit drafts using standard English conventions, reviewing <b>complete sentences, agreement, and compound sentences</b></p> | <p>“One voice spoke, and the crowd began to listen.”</p> <p><i>Both parts are complete ideas that agree, joined into one compound sentence.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                                            |                                                                                                                                                     |

➔ Now open your Standards Sweep Editing Tracking Sheet, 29 of 36, and complete the (11)(D) row.



## NOTICE

Monday

“One voice can start a wave.” is the complete sentence.



## CHOOSE

Tuesday

“gather” agrees with the plural subject people.



## SHOW

Wednesday

“One person asks a question, and others begin to listen.” The comma and and fix the run-on.



## OWN

Thursday

Sample: “One voice spoke, and many others answered.” Two ideas are joined correctly.



## DEFEND

Friday

I added the joining word and so the two complete ideas connect smoothly.

Read this part of a student's draft.

(1) A whisper travels down the street other voices rise to meet it.

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

**A** Add a comma and the word and after street

**B** Change travels to travel

**C** Change voices to voice

**D** Make no change

**Correct answer: A** Add a comma and the word and after street

## WHY THIS IS CORRECT

Two complete ideas run together, so a comma and the joining word and separate them into a compound sentence.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Travels agrees with the singular subject whisper. Voices is a correct plural. There is a run-on, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of words at work)”*

## WHAT DOES THIS MEAN TO ME?

This week I **review the words that do the work** in my sentences as I edit.  
I check **irregular verbs, collective nouns, adjectives, conjunctive adverbs**, and **indefinite pronouns**.  
I make sure each word has the right form so my meaning is exact.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.  
I check verbs, nouns, adjectives, adverbs, and pronouns, so each word does its job correctly.

**WHERE IT APPEARS:** In a poem about speaking up, I edit the verbs, nouns, and modifiers.

This deck teaches **Cumulative Review: Words at Work** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of words at work)"*

## Find the irregular past verb.

Read the sentence. Find the verb that shows the past by changing form.

**"One voice spoke, and the crowd grew." → irregular past verb spoke**

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





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of words at work)"*

## Choose the verb for the collective noun.

A collective noun acts as one. Choose the singular verb.

**"The crowd ( were / was ) ready to listen."**

**I CAN** I can match a verb to a collective noun.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of words at work)"*

## Fix the indefinite pronoun agreement.

A singular indefinite pronoun needs a singular verb. Fix it.

**"Everyone want to be heard."**

**I CAN** I can fix agreement with an indefinite pronoun.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of words at work)"*

## Write a sentence with a conjunctive adverb.

Write one sentence about using your voice with a conjunctive adverb, like however or therefore.

---

---

**I CAN** I can write a sentence using a conjunctive adverb.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of words at work)"*

## Explain a word edit.

Tell how you fixed a word's form.

---

---

**I CAN** I can explain how I edit a word's form.

Complete the **cumulative word review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                                    | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>irregular verbs, collective nouns, adjectives, adverbs, and pronouns</b></p> | <p>“The crowd was quiet at first; however, everyone soon spoke.”<br/><i>The collective noun crowd takes was, the conjunctive adverb however connects, and the indefinite pronoun everyone takes spoke.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                                        |                                                                                                                                                                                                                |

➔ Now open your Standards Sweep Editing Tracking Sheet, 30 of 36, and complete the (11)(D) row.



## NOTICE

Monday

The irregular past verb is spoke; it changes form from speak.



## CHOOSE

Tuesday

“was” agrees with the collective noun crowd, which acts as one.



## SHOW

Wednesday

“Everyone wants to be heard.” Everyone is singular, so the verb is wants.



## OWN

Thursday

Sample: “One voice was quiet; however, it started a change.” However is a conjunctive adverb.



## DEFEND

Friday

Everyone is singular, so I changed want to wants to match it.

Read this part of a student's draft.

(1) The whole crowd were ready to make a change.

**What change should be made in sentence 1?**

**A** Change were to was

**B** Change crowd to crowds

**C** Change change to changes

**D** Make no change

**Correct answer: A** Change were to was

## WHY THIS IS CORRECT

Crowd is a collective noun acting as one group, so it takes the singular verb was, not were.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Crowd correctly names one group. Change names one and is correct. The verb does not agree, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of connecting and complex sentences)”*

## WHAT DOES THIS MEAN TO ME?

This week I **review the words that connect ideas** as I edit.

I check **prepositions** and **prepositional phrases**, and how a phrase can trick **subject-verb agreement**.

I also check **subordinating conjunctions** that build **complex sentences**, like because and although.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.

I check prepositions, phrases, and complex sentences, so my ideas connect clearly.

**WHERE IT APPEARS:** In a poem about speaking up, I edit the words and phrases that connect ideas.

This deck teaches **Cumulative Review: Connecting Ideas** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of connecting and complex sentences)"*

## Find the prepositional phrase.

Read the sentence. Find the phrase that begins with a preposition and ends with a noun.

**"A whisper travels down the street." → prepositional phrase down the street**

**I CAN** I can find a prepositional phrase.







TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of connecting and complex sentences)"*

## Choose the verb past the phrase.

A prepositional phrase does not change the subject. Choose the verb that agrees with the true subject.

**"The voice of the people ( grow / grows ) louder."**

**I CAN** I can keep agreement past a prepositional phrase.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of connecting and complex sentences)"*

## Fix the complex sentence.

Join the two ideas into a complex sentence with a subordinating conjunction.

**"People listened. One voice was brave."**

**I CAN** I can build a complex sentence.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of connecting and complex sentences)"*

## Write a complex sentence.

Write one complex sentence about using your voice with a subordinating conjunction.

---

---

**I CAN** I can write a complex sentence.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of connecting and complex sentences)"*

## Explain a connecting edit.

Tell how you kept agreement or built a complex sentence.

---

---

**I CAN** I can explain how I edit connecting ideas.



Complete the **cumulative connecting-ideas review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                       | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>prepositions, phrases, agreement, and complex sentences</b></p> | <p>“Because one voice was brave, the crowd of listeners grew.”<br/><i>The subordinating conjunction because builds a complex sentence, and the true subject crowd keeps the singular verb grew.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                           |                                                                                                                                                                                                         |

➔ Now open your Standards Sweep Editing Tracking Sheet, 31 of 36, and complete the (11)(D) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 31 of 36

TEKS (11)(D) • Cumulative Review: Connecting Ideas

Slide 8 of 10



## NOTICE

Monday

The prepositional phrase is down the street; it begins with a preposition and ends with a noun.



## CHOOSE

Tuesday

“grows” agrees with the singular true subject voice, not people.



## SHOW

Wednesday

“Because one voice was brave, people listened.” Because builds a complex sentence.



## OWN

Thursday

Sample: “Although one voice seemed small, it reached everyone.” Although forms a complex sentence.



## DEFEND

Friday

The true subject is voice, which is singular, so the verb is grows, even though people comes right before it.

Read this part of a student's draft.

(1) The voice of the people grow stronger every day.

**What change should be made in sentence 1?**

**A** Change grow to grows

**B** Change people to person

**C** Change day to days

**D** Make no change

**Correct answer: A** Change grow to grows

## WHY THIS IS CORRECT

The true subject is voice, which is singular, so the verb is grows; the phrase of the people does not change the subject.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

People is a correct plural inside the phrase. Day names one and is correct. The verb does not agree with the true subject, so Make no change is wrong.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of capitalization)”*

## WHAT DOES THIS MEAN TO ME?

This week I **review capitalization** as I edit.

I capitalize **abbreviations, initials, acronyms**, and the names of **organizations**.

Getting the capitals right shows a reader I know which words name something specific.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.

I check capitals for abbreviations, initials, acronyms, and organizations.

**WHERE IT APPEARS:** In a passage about speaking up, I edit the capitalization of names and short forms.

This deck teaches **Cumulative Review: Capitalization** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of capitalization)"*

## Find the word that needs a capital.

Read the sentence. Find the abbreviation, initial, acronym, or organization that needs a capital.

"The group joined the p.t.a." → p.t.a. should be P.T.A.

**I CAN** I can find a word that needs a capital letter.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of capitalization)"*

## Choose the correct form.

Choose the version capitalized correctly.

**"The letter was signed by ( m. / M. ) Rivera."**

**I CAN** I can choose the correctly capitalized short form.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of capitalization)"*

## Fix the organization name.

The name of an organization is not capitalized. Fix it.

"They spoke to the city council."

**I CAN** I can capitalize the name of an organization.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of capitalization)"*

## Write a sentence with a capital short form.

Write one sentence about civic life using a capitalized abbreviation, initial, acronym, or organization.

---

---

**I CAN** I can write a sentence using a capitalized short form or name.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of capitalization)"*

## Explain a capitalization edit.

Tell why the word is capitalized.

---

---

**I CAN** I can explain why a word is capitalized.

Complete the **cumulative capitalization review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                    | EXAMPLE FROM THE PASSAGE                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>abbreviations, initials, acronyms, and organizations</b></p> | <p>“M. Rivera wrote to the City Council on behalf of the P.T.A.”<br/><i>The initial M., the organization City Council, and the acronym P.T.A. are all capitalized correctly.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                        |                                                                                                                                                                                      |

➔ Now open your Standards Sweep Editing Tracking Sheet, 32 of 36, and complete the (11)(D) row.

# ANSWERS, Across the Five Thinking Levels

SHEET 32 of 36

TEKS (11)(D) • Cumulative Review: Capitalization

Slide 8 of 10



## NOTICE

Monday

The acronym p.t.a. should be P.T.A. because its letters stand for capitalized words.



## CHOOSE

Tuesday

“M.” is correct because an initial stands for a proper name.



## SHOW

Wednesday

“They spoke to the City Council.” The organization name is capitalized.



## OWN

Thursday

Sample: “The students wrote to the U.S. Senate.” The abbreviation and organization are capitalized.



## DEFEND

Friday

P.T.A. is an acronym whose letters stand for capitalized words, so the whole acronym is in capitals.



Read this part of a student's draft.

(1) The young leaders shared their ideas with the city council.

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

**A** Change city council to City Council

**B** Change leaders to leader

**C** Change shared to shares

**D** No change is needed

**Correct answer: A** Change city council to City Council

## WHY THIS IS CORRECT

City Council is the name of a specific organization, so its important words must be capitalized.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Leaders is a correct plural. Shared is the correct past tense. There is an error, so No change is needed is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of strong sentences)”*

## WHAT DOES THIS MEAN TO ME?

As I finish my research writing, I **review my sentences** so every idea is strong and clear.

I check **complete sentences**, **subject-verb agreement**, and **compound and complex sentences** joined correctly.

I fix any **fragments**, **run-ons**, or **comma splices** before I publish.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.

I apply all my sentence conventions at once, so my research reads clearly.

**WHERE IT APPEARS:** In a research passage about how a nation changes, I edit for strong, complete sentences.

This deck teaches **Cumulative Review: Strong Sentences** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of strong sentences)"*

## Find the complete sentence.

Read the two choices. Find the one that is a complete sentence.

( Change in many ways. / A nation can change in many ways. ) → A nation can change in many ways.

**I CAN** I can tell a complete sentence from a fragment.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of strong sentences)"*

## Choose the verb that agrees.

Choose the verb that agrees with its subject.

**"The citizens ( asks / ask ) important questions."**

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





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of strong sentences)"*

## Fix the run-on.

Two ideas run together. Add a comma and a joining word.

**"People asked questions change slowly began."**

**I CAN** I can fix a run-on sentence.





TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of strong sentences)"*

Write a complex sentence.

Write one complex sentence about how a nation changes, using a subordinating conjunction.

**I CAN** I can write a complex sentence.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of strong sentences)"*

## Explain a sentence edit.

Tell how you made an idea a complete, clear sentence.

---

---

**I CAN** I can explain how I edit for strong sentences.



Complete the **cumulative sentence review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>complete, compound, and complex sentences</b></p> | <p>“When citizens asked questions, ideas grew, and change began.”<br/><i>A complex opening, a complete idea, and a compound join all work together correctly.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                             |                                                                                                                                                                       |

➔ Now open your Standards Sweep Editing Tracking Sheet, 33 of 36, and complete the (11)(D) row.



## NOTICE

Monday

“A nation can change in many ways.” is the complete sentence.



## CHOOSE

Tuesday

“ask” agrees with the plural subject citizens.



## SHOW

Wednesday

“People asked questions, and change slowly began.” The comma and and fix the run-on.



## OWN

Thursday

Sample: “When citizens speak up, a nation can change.” A complex sentence.



## DEFEND

Friday

I added the joining word and so the two complete ideas connect smoothly.

Read this part of a student's draft.

(1) A question begins to spread it changes how people think.

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

**A** Add a comma and the word and after spread

**B** Change begins to begin

**C** Change people to person

**D** Make no change

**Correct answer: A** Add a comma and the word and after spread

## WHY THIS IS CORRECT

Two complete ideas run together, so a comma and the joining word and separate them into a compound sentence.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Begins agrees with the singular subject question. People is a correct plural. There is a run-on, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of exact words)”*

## WHAT DOES THIS MEAN TO ME?

As I finish my research writing, I **review the words** so each one has the right form. I check **irregular verbs**, **collective nouns**, **adjectives**, **adverbs**, and **pronouns**. Exact words make my research clear and correct for the reader.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol. I check verbs, nouns, modifiers, and pronouns, so each word does its job.

**WHERE IT APPEARS:** In a research passage about a changing nation, I edit the words for exact form.

This deck teaches **Cumulative Review: Exact Words** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of exact words)"*

## Find the irregular past verb.

Read the sentence. Find the verb that shows the past by changing form.

**"Citizens wrote letters to their leaders." → irregular past verb wrote**

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





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of exact words)"*

## Choose the verb for the collective noun.

A collective noun acts as one. Choose the singular verb.

**"The nation ( were / was ) ready for change."**

**I CAN** I can match a verb to a collective noun.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of exact words)"*

## Fix the superlative adjective.

Fix the adjective so it uses the correct superlative form.

**"Voting is the most important right of all."** already correct; fix: **"the importantest right of all"**

**I CAN** I can fix a superlative adjective.







TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of exact words)"*

## Write a sentence with an indefinite pronoun.

Write one sentence about a changing nation using an indefinite pronoun, like everyone or someone.

---

---

**I CAN** I can write a sentence using an indefinite pronoun.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of exact words)"*

## Explain a word edit.

Tell how you fixed a word's form.

---

---

**I CAN** I can explain how I edit a word's form.



Complete the **cumulative word review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                                    | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>irregular verbs, collective nouns, adjectives, adverbs, and pronouns</b></p> | <p>“The nation slowly became fairer as everyone gained a stronger voice.”<br/><i>The collective noun nation takes became, the comparatives are correct, and the indefinite pronoun everyone takes gained.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                                        |                                                                                                                                                                                                                   |

➔ Now open your Standards Sweep Editing Tracking Sheet, 34 of 36, and complete the (11)(D) row.



## NOTICE

Monday

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



## CHOOSE

Tuesday

“was” agrees with the collective noun nation, which acts as one.



## SHOW

Wednesday

“the most important right of all” uses the correct superlative, not importantest.



## OWN

Thursday

Sample: “Everyone has a voice in a fair nation.” Everyone is an indefinite pronoun.



## DEFEND

Friday

The nation acts as one group, so I used the singular verb was.

Read this part of a student's draft.

(1) The whole nation were changed by the new ideas.

**What change should be made in sentence 1?**

**A** Change were to was

**B** Change nation to nations

**C** Change ideas to idea

**D** Make no change

**Correct answer: A** Change were to was

## WHY THIS IS CORRECT

Nation is a collective noun acting as one group, so it takes the singular verb was, not were.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Nation correctly names one group. Ideas is a correct plural. The verb does not agree, so Make no change is wrong.

## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (cumulative review of marks and formatting)”*

## WHAT DOES THIS MEAN TO ME?

As I finish my research writing, I **review the marks and formatting** so my writing is clean.

I check **commas** in compound and complex sentences, **quotation marks** in dialogue, and **italics or underlining** for titles and emphasis.

Clean marks make my research easy for a reader to follow and trust.

## KEY IDEA

This is a **cumulative review**, so it wears no single weather symbol.

I check commas, quotation marks, and italics or underlining, so my research is clean.

**WHERE IT APPEARS:** In a research passage about a changing nation, I edit the commas, quotation marks, and formatting.

This deck teaches **Cumulative Review: Marks & Formatting** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Fix the comma in a complex sentence.

Add the comma after a dependent part that comes first.

**"When citizens speak up leaders must listen." → "When citizens speak up, leaders must listen."**

**I CAN** I can add a comma in a complex sentence.







TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Fix the dialogue.

Add the quotation marks around the exact words a person says.

**"Is this fair? one citizen asked."**

**I CAN** I can edit dialogue with quotation marks.





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Choose the right formatting for a title.

Choose how to write the title of a book when typing.

The book title should be ( in quotation marks / in italics ).

**I CAN** I can choose italics for the title of a long work.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Write a sentence with a mark or formatting.

Write one sentence about a changing nation that uses a comma, quotation marks, or a title correctly.

---

---

**I CAN** I can write a sentence using marks and formatting.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (cumulative review of marks and formatting)"*

## Explain a formatting choice.

Tell why you used a comma, quotation marks, or italics.

---

---

**I CAN** I can explain my marks and formatting choices.



# YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Marks & Formatting

Complete the **cumulative marks and formatting review** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                                                   | EXAMPLE FROM THE PASSAGE                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>(11)(D)</b><br/>edit drafts using standard English conventions, reviewing <b>commas, quotation marks, and italics or underlining</b></p> | <p>“When the citizen spoke, she said, “This nation belongs to all of us.””<br/><i>The complex-sentence comma, the dialogue comma, and the quotation marks are all correct.</i></p> |
| <p><b>MY OWN EXAMPLE:</b></p> <p><i>Write your own example here.</i></p>                                                                       |                                                                                                                                                                                    |

➔ Now open your Standards Sweep Editing Tracking Sheet, 35 of 36, and complete the (11)(D) row.



## NOTICE

Monday

“When citizens speak up, leaders must listen.” The comma follows the first dependent part.



## CHOOSE

Tuesday

““Is this fair?” one citizen asked.” Quotation marks surround the exact words.



## SHOW

Wednesday

The book title should be in italics because it names a whole long work.



## OWN

Thursday

Sample: ““Every citizen matters,” the leader said.” The dialogue is punctuated correctly.



## DEFEND

Friday

The dependent part comes first, so I added a comma to show where it ends.

Read this part of a student's draft.

(1) Although the change was slow it made the nation stronger.

**What change should be made in sentence 1?**

- A** Add a comma after slow
- B** Change change to changes
- C** Change stronger to strongest
- D** Make no change

**Correct answer: A** Add a comma after slow

## WHY THIS IS CORRECT

The dependent part Although the change was slow comes first, so a comma follows it before the complete idea.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Change names one and is correct. Stronger correctly compares two states. The comma is missing, so Make no change is wrong.



## EXACT TEKS WORDING (from TEA)

*“edit drafts using standard English conventions (publication editing: a final full editing pass)”*

## WHAT DOES THIS MEAN TO ME?

Before I **publish**, I make **one final editing pass** over my whole research paper. I read for **strong sentences**, **exact words**, and **clean marks and formatting**, all at once.

A careful final pass makes my finished writing something a reader can trust.

## KEY IDEA

This is the **final publication edit**, so it wears no single weather symbol.

I use my whole Grade 5 editing checklist: sentences, words, capitals, punctuation, and formatting.

**WHERE IT APPEARS:** Before publishing my research about how a nation changes, I complete a final editing pass.

This deck teaches **Publication Editing: The Final Pass** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (publication editing: a final full editing pass)"*

## Check the sentences.

Read for any fragment, run-on, or splice, and check agreement.

**"Citizens asked questions the nation began to change." → "...questions, and the nation began to change."**

**I CAN** I can check my sentences in a final pass.





TODAY'S THINKING JOB

# CHOOSE

**"I can do it with support."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (publication editing: a final full editing pass)"*

## Check the words.

Read for the right verb, noun, and modifier forms.

**"The nation grewed stronger."**

**I CAN** I can check my words in a final pass.





TODAY'S THINKING JOB

# SHOW

**"I can show my thinking."**

EXACT TEKS WORDING

*"edit drafts using standard English conventions (publication editing: a final full editing pass)"*

## Check the marks and formatting.

Read for capitals, commas, quotation marks, and italics.

**"the u.s. senate met."**

**I CAN** I can check my marks and formatting in a final pass.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"edit drafts using standard English conventions (publication editing: a final full editing pass)"*

## Edit and publish a sentence.

Write one polished sentence about your research, ready to publish.

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**I CAN** I can edit a sentence so it is ready to publish.





TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"edit drafts using standard English conventions (publication editing: a final full editing pass)"*

## Explain your final pass.

Tell why a final editing pass matters before publishing.

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**I CAN** I can explain why a final editing pass matters.

Complete the **publication editing** row on your Standards Sweep EDITING Tracking Sheet.

| THE STANDARD                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(11)(D)</p> <p>edit drafts using standard English conventions with a <b>final publication editing pass</b></p> | <p>“When citizens spoke up, the nation changed, and every voice helped shape a fairer future.”</p> <p><i>The complex opening, the compound join, the agreement, and the commas are all correct, ready to publish.</i></p> |
| <p>MY OWN EXAMPLE:</p> <p><i>Write your own example here.</i></p>                                                 |                                                                                                                                                                                                                           |

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



## NOTICE

Monday

Fix the run-on: “Citizens asked questions, and the nation began to change.”



## CHOOSE

Tuesday

“The nation grew stronger.” Grew is the correct irregular past of grow.



## SHOW

Wednesday

“The U.S. Senate met.” The abbreviation and the organization are capitalized.



## OWN

Thursday

Sample: “When citizens asked, “Is this fair?”, the nation slowly began to change.” Polished and ready.



## DEFEND

Friday

A final pass catches the small errors, so my finished research is clear and a reader can trust it.



Read this part of a student's draft.

(1) the citizens builded a fairer nation, and they never gave up.

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

**A** Capitalize the and change builded to built

**B** Change citizens to citizen

**C** Change nation to Nation

**D** No change is needed

**Correct answer: A** Capitalize the and change builded to built

## WHY THIS IS CORRECT

The sentence must begin with a capital The, and the irregular past of build is built, not builded, so both fixes are needed for publication.

## WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Citizens is a correct plural. Nation is a common noun and stays lowercase. There are errors to fix, so No change is needed is wrong.