EDITING PART TWO

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I edit, I make sure every sentence is **complete**, 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Complete Sentences & Agreement

~2 min

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

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

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

"This week, our editing focus is complete sentences & agreement, the standard says: 'edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement.'"

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

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

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

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

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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."

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

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

~2 min

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

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

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

"Read this with me: 'The lunch line stopped moving.'"

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is line and the verb is stopped; together they make a complete idea.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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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.

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

~4 min

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

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

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

"Read this with me: 'The students (wants / want) their cookies.'"

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

ANSWER KEY: "want" agrees with the plural subject students.

(11)(D)(i) · Complete Sentences & Agreement · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "want" agrees with the plural subject students.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

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.

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

~4 min

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

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

"Read this with me: 'Maya ask a question.'"

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

ANSWER KEY: "Maya asks a question." The singular subject Maya takes the singular verb asks.

(11)(D)(i) · Complete Sentences & Agreement · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Write a complete sentence.

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

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

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

~4 min

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

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

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

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

ANSWER KEY: Sample: "Jordan points at the empty tray." The singular subject Jordan takes the singular verb points.

(11)(D)(i) · Complete Sentences & Agreement · Sheet 1 of 36 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Jordan points at the empty tray." The singular subject Jordan takes the singular verb points.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

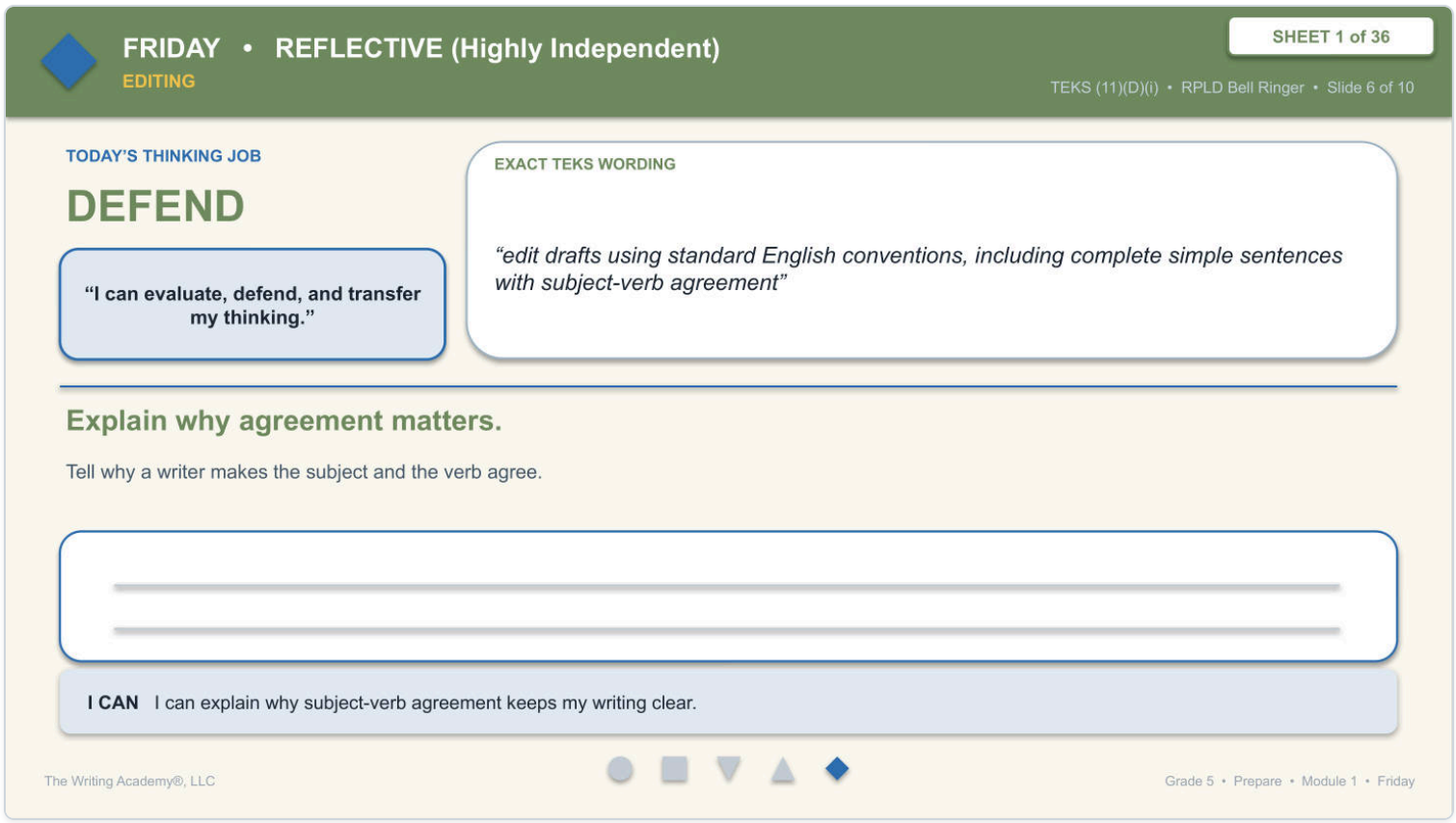
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

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

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

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



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

~5 min

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

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

""

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Agreement keeps the sentence clear, so the reader always knows who is doing the action.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

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

SHEET 1 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) edit drafts using standard English conventions, including **complete simple sentences with subject-verb agreement**	"The students want their cookies." *The plural subject students takes the plural verb want, so the subject and verb agree.*

MY OWN EXAMPLE:

Write your own example here.

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

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

~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, The plural subject students takes the plural verb want, so the subject and verb agree.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

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

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.

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

~3 min

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

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

▸ *Walk through the answers together and have students self-check and correct: Foundational, The subject is line and the verb is stopped; together they make a complete idea. Emergent, “want” agrees with the plural subject students. Visible, “Maya asks a question.” The singular subject Maya takes the singular verb asks. Independent, Sample: “Jordan points at the empty tray.” The singular subject Jordan takes the singular verb points. Reflective, Agreement keeps the sentence clear, so the reader always knows who is doing the action.*

ANSWER KEY: The subject is line and the verb is stopped; together they make a complete idea. · “want” agrees with the plural subject students. · “Maya asks a question.” The singular subject Maya takes the singular verb asks. · Sample: “Jordan points at the empty tray.” The singular subject Jordan takes the singular verb points. · Agreement keeps the sentence clear, so the reader always knows who is doing the action.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Test-Style Question

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

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

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The students in the cafeteria wants their cookies back. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

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

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.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change wants to want. The subject students is plural, so it needs the plural verb want, not wants."

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

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

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

ANSWER KEY: A, Change wants to want

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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EDITING PART TWO

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.**

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

~2 min

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

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

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

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

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

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

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

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

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MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 2 of 36

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

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the collective noun.

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

"The class shared its theories."

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

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

~2 min

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

"Let's warm up our editing eyes. Find the collective noun. Read the sentence. Find the noun that names a group acting as one."

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

"Read this with me: 'The class shared its theories.'"

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The collective noun is class; it names a group acting as one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

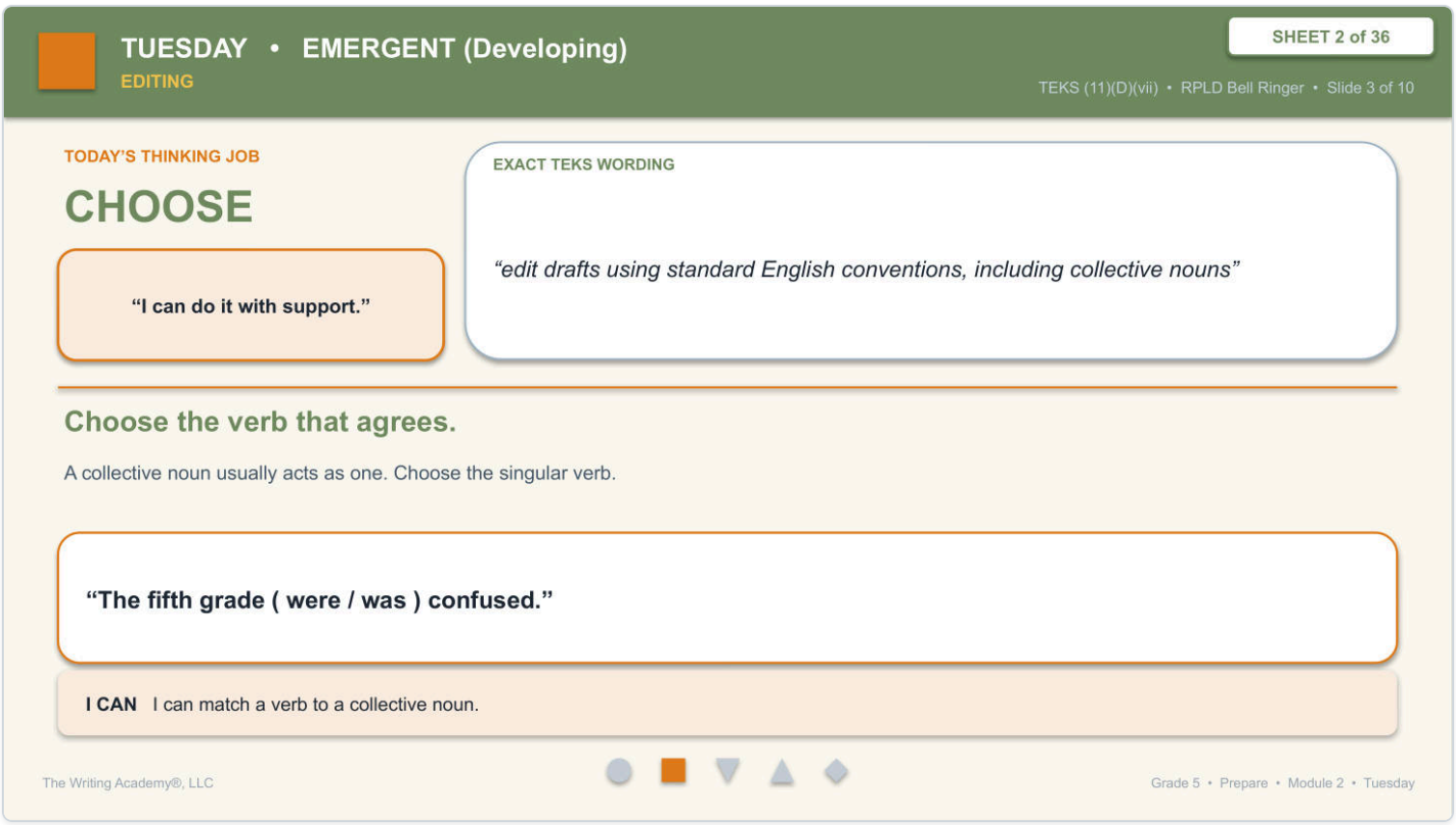
"Why does this matter?" Because readers trust writing when collective nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

"Yesterday we noticed. Today we choose, with support. A collective noun usually acts as one. Choose the singular verb."

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

"Read this with me: 'The fifth grade (were / was) confused.'"

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

ANSWER KEY: "was" agrees with the collective noun grade, which acts as one.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "was" agrees with the collective noun grade, which acts as one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The verb treats the group as many. Change it so the group acts as one."

"Read this with me: 'The team were hungry for cookies.'"

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

ANSWER KEY: "The team was hungry for cookies." The collective noun team takes the singular verb was.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The team was hungry for cookies." The collective noun team takes the singular verb was.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

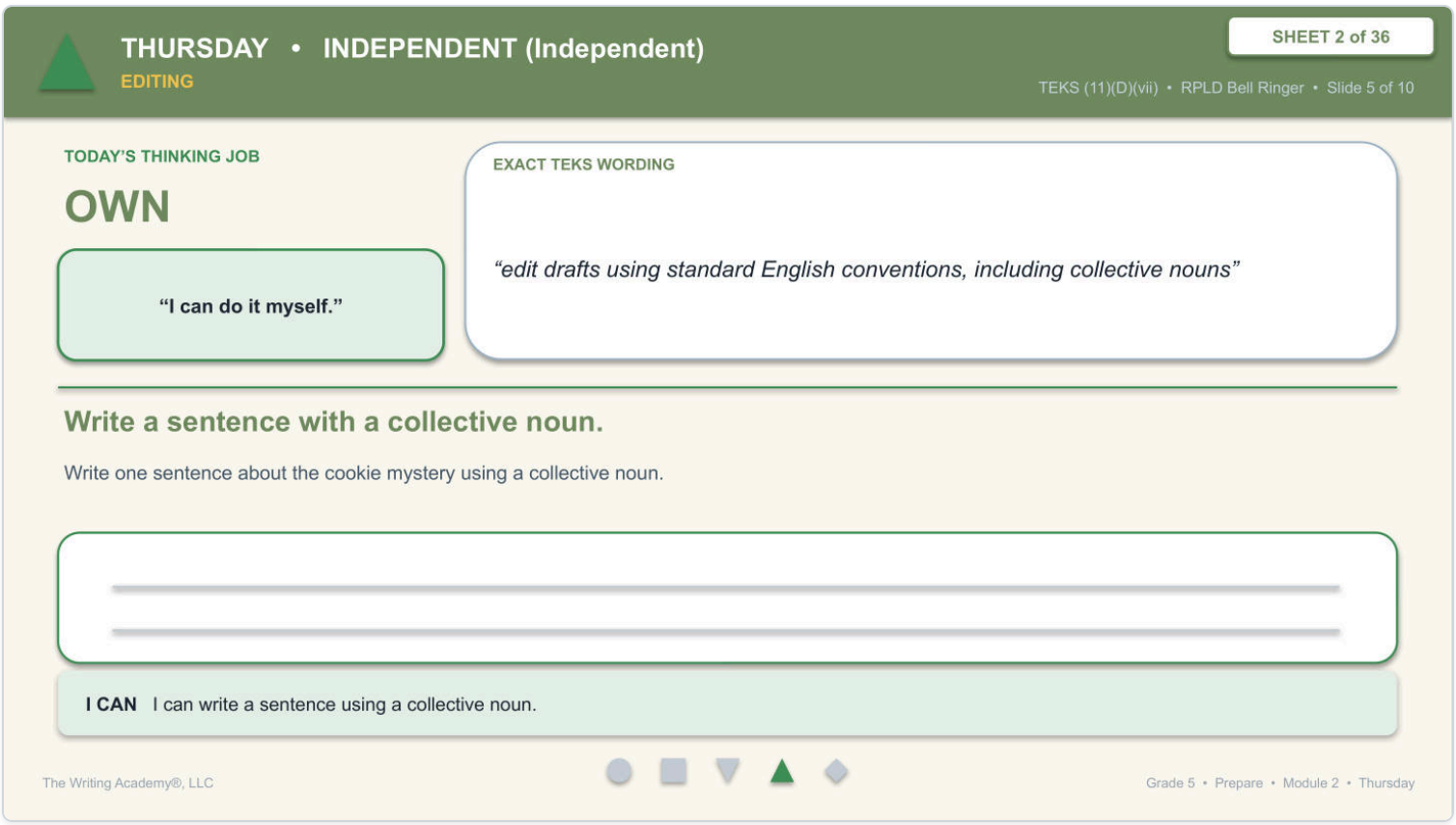
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

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

"Read this one: Write one sentence about the cookie mystery using a collective noun."

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

ANSWER KEY: Sample: "The whole grade wanted answers." Grade is a collective noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The whole grade wanted answers." Grade is a collective noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

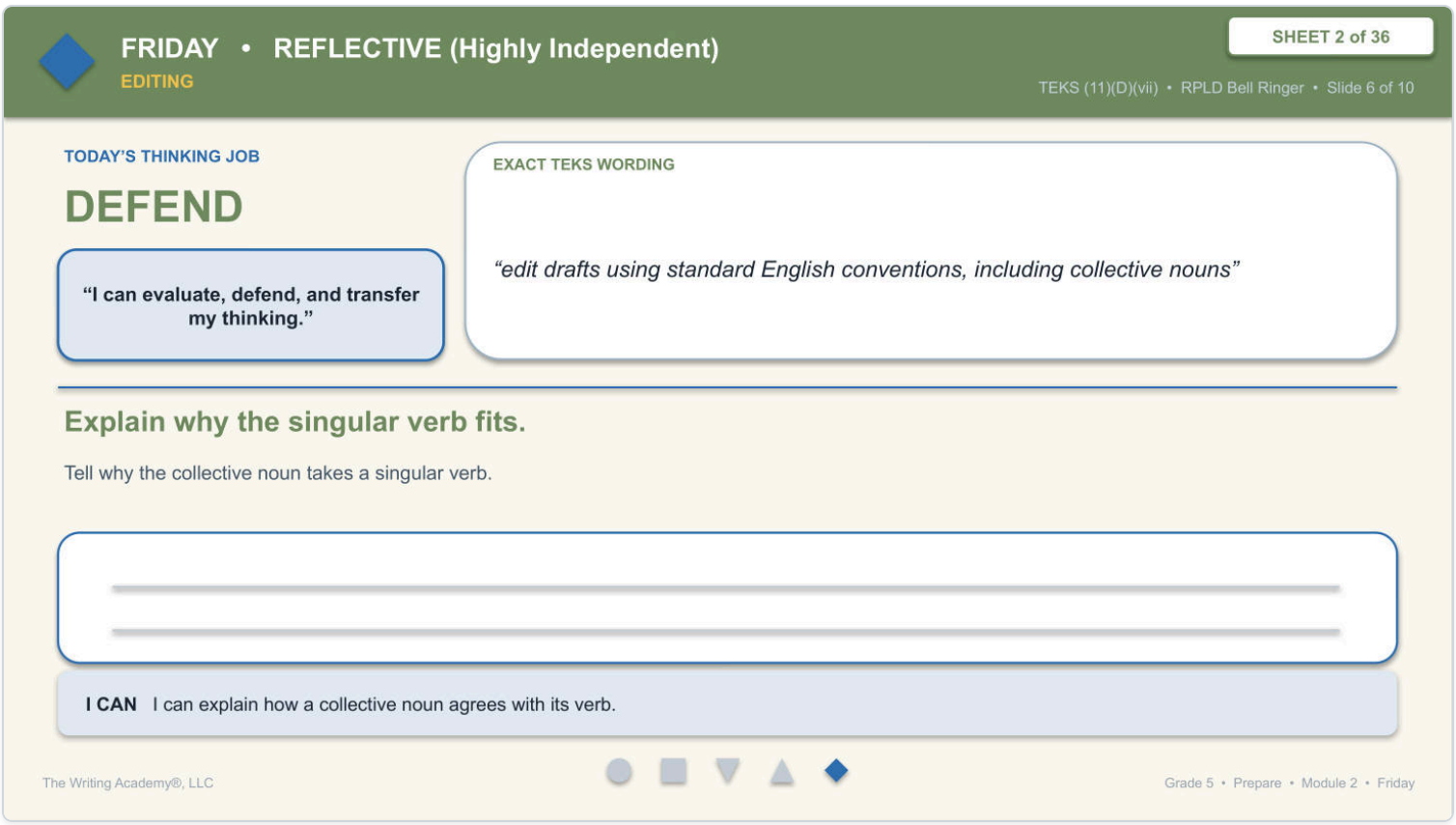
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

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

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

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



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

~5 min

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

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

""

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The grade acts together as one group, so it takes the singular verb was.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(vii) • Collective Nouns

SHEET 2 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vii) edit drafts using standard English conventions, including **collective nouns**	"The class shared its theories about the missing cookies." *Class is a collective noun naming a group acting as one, so it takes the singular its.*

MY OWN EXAMPLE:

Write your own example here.

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

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

~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, Class is a collective noun naming a group acting as one, so it takes the singular its.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(vii) • Collective Nouns

SHEET 2 of 36

Slide 8 of 10

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.

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

~3 min

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

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

▸ *Walk through the answers together and have students self-check and correct: Foundational, The collective noun is class; it names a group acting as one. Emergent, “was” agrees with the collective noun grade, which acts as one. Visible, “The team was hungry for cookies.” The collective noun team takes the singular verb was. Independent, Sample: “The whole grade wanted answers.” Grade is a collective noun. Reflective, The grade acts together as one group, so it takes the singular verb was.*

ANSWER KEY: The collective noun is class; it names a group acting as one. · “was” agrees with the collective noun grade, which acts as one. · “The team was hungry for cookies.” The collective noun team takes the singular verb was. · Sample: “The whole grade wanted answers.” Grade is a collective noun. · The grade acts together as one group, so it takes the singular verb was.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(vii) • Collective Nouns

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

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The fifth grade were determined to solve the mystery. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(vii) • Collective Nouns

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.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change were to was. Grade is a collective noun acting as one group, so it takes the singular verb was, not were."

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

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

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

ANSWER KEY: A, Change were to was

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

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

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

~2 min

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

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

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

"This week, our editing focus is spelling high-frequency words, the standard says: 'edit drafts using standard English conventions, including correct spelling of high-frequency words.'"

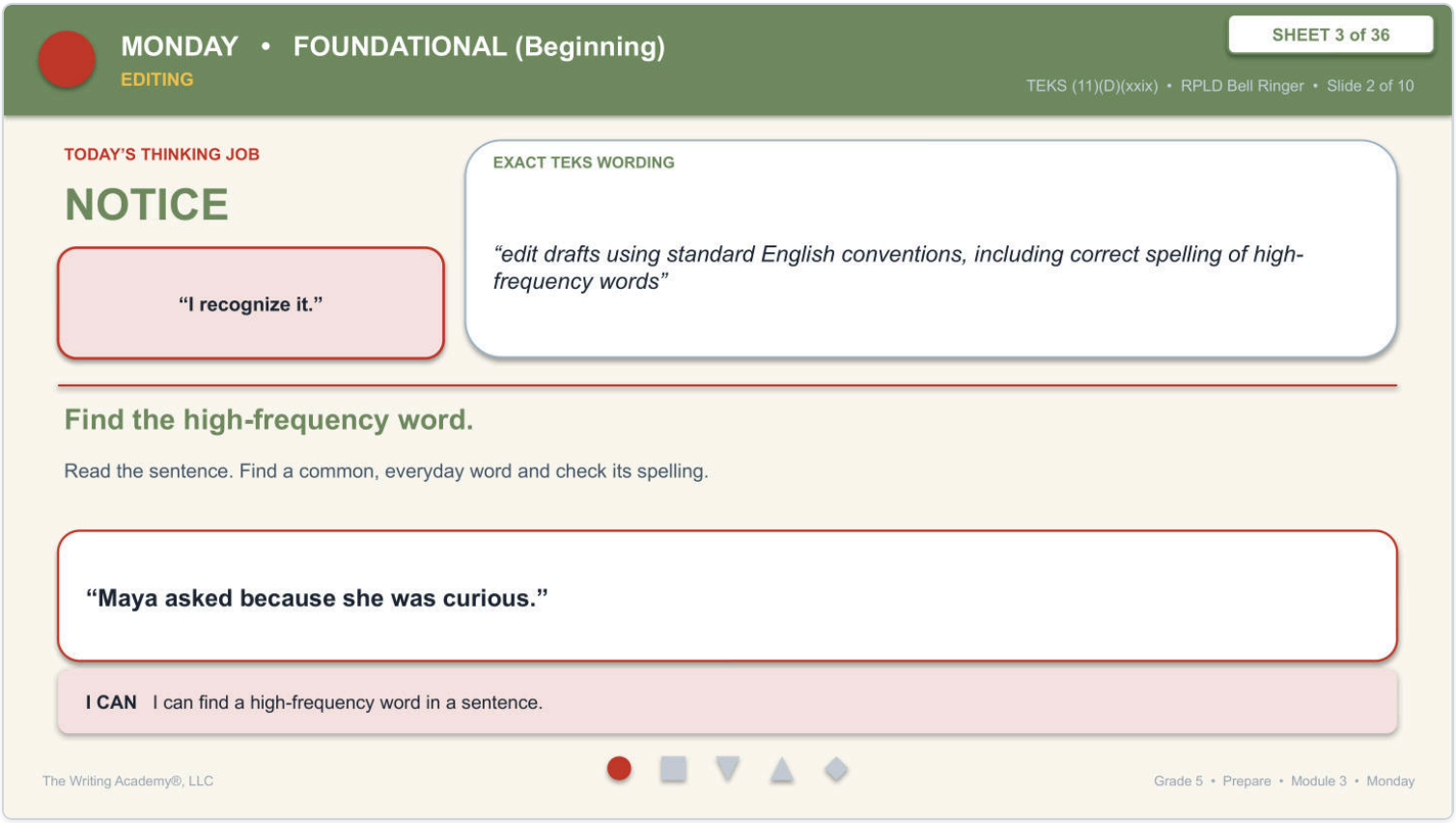
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

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

NOTE: This week: spelling high-frequency words, see the standard and the five-day roadmap above.

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

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

~2 min

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

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

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

"Read this with me: 'Maya asked because she was curious.'"

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The high-frequency word is because, spelled b-e-c-a-u-s-e.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

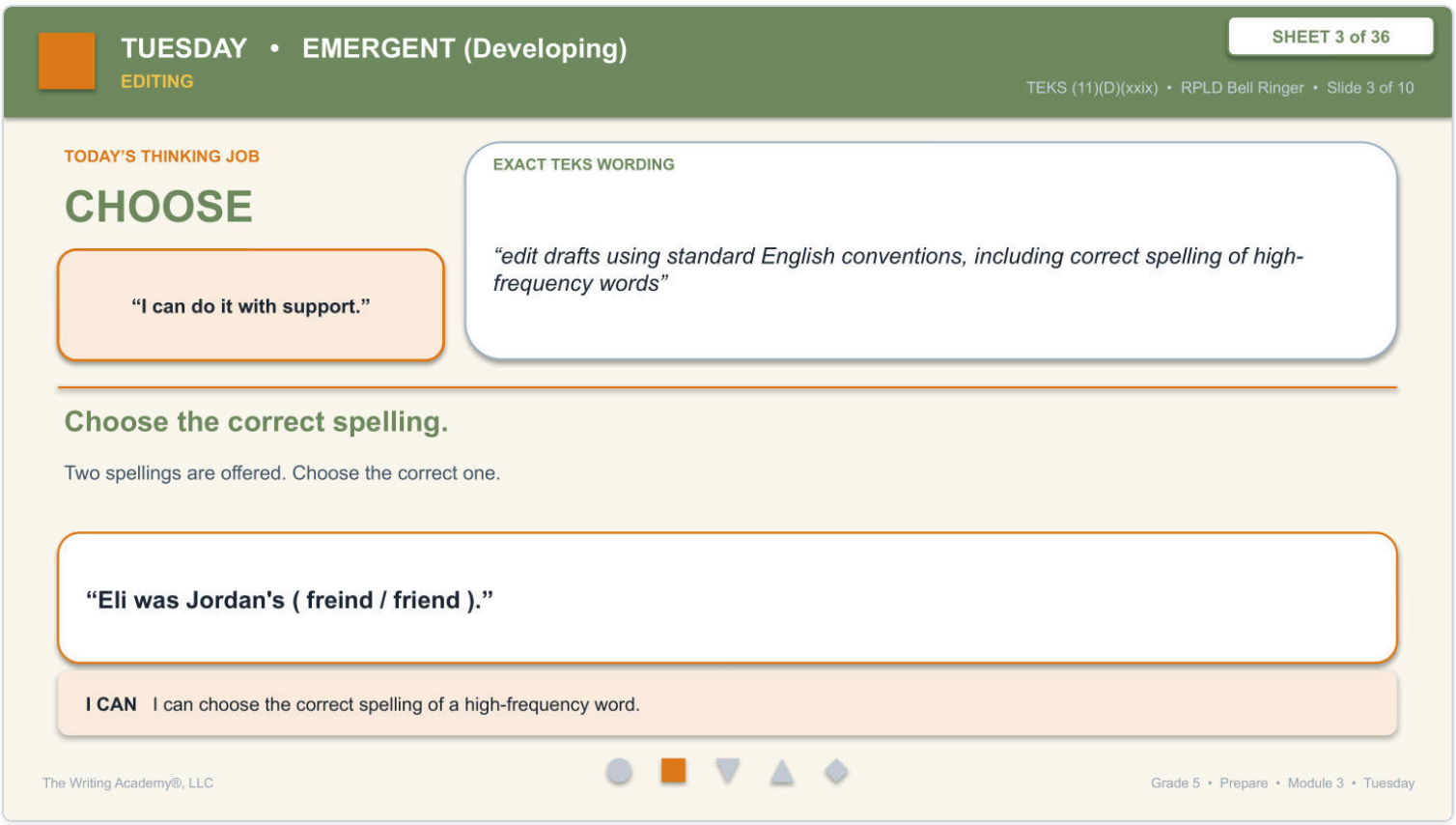
"Why does this matter?" Because readers trust writing when spelling high-frequency words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

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

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

"Read this with me: 'Eli was Jordan's (freind / friend).'"

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

ANSWER KEY: "friend" is the correct spelling.

(11)(D)(xxix) · Spelling High-Frequency Words · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "friend" is the correct spelling.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

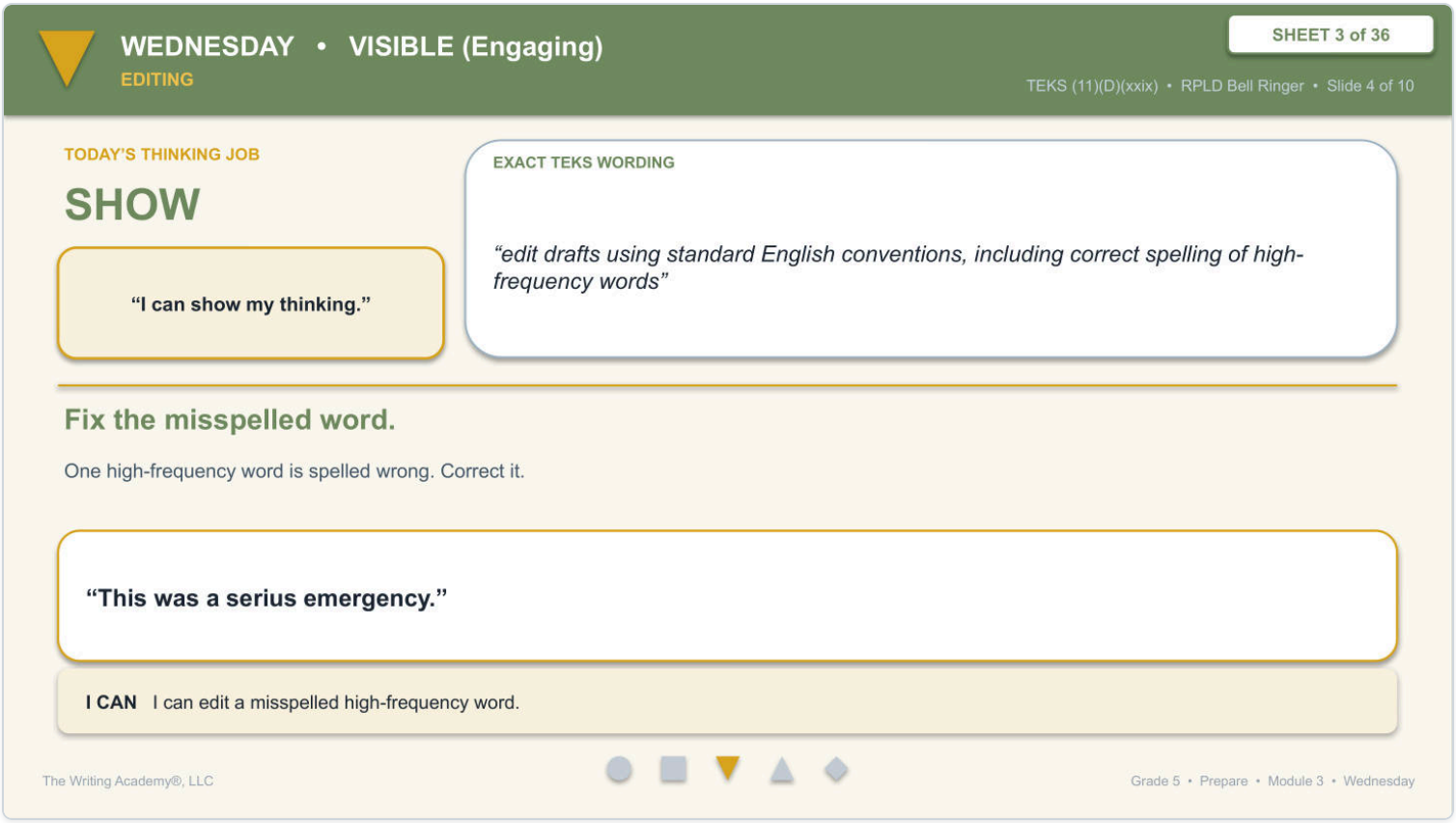
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

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

"Read this with me: 'This was a serius emergency.'"

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

ANSWER KEY: "This was a serious emergency." Serious is now spelled correctly.

(11)(D)(xxix) · Spelling High-Frequency Words · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "This was a serious emergency." Serious is now spelled correctly.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

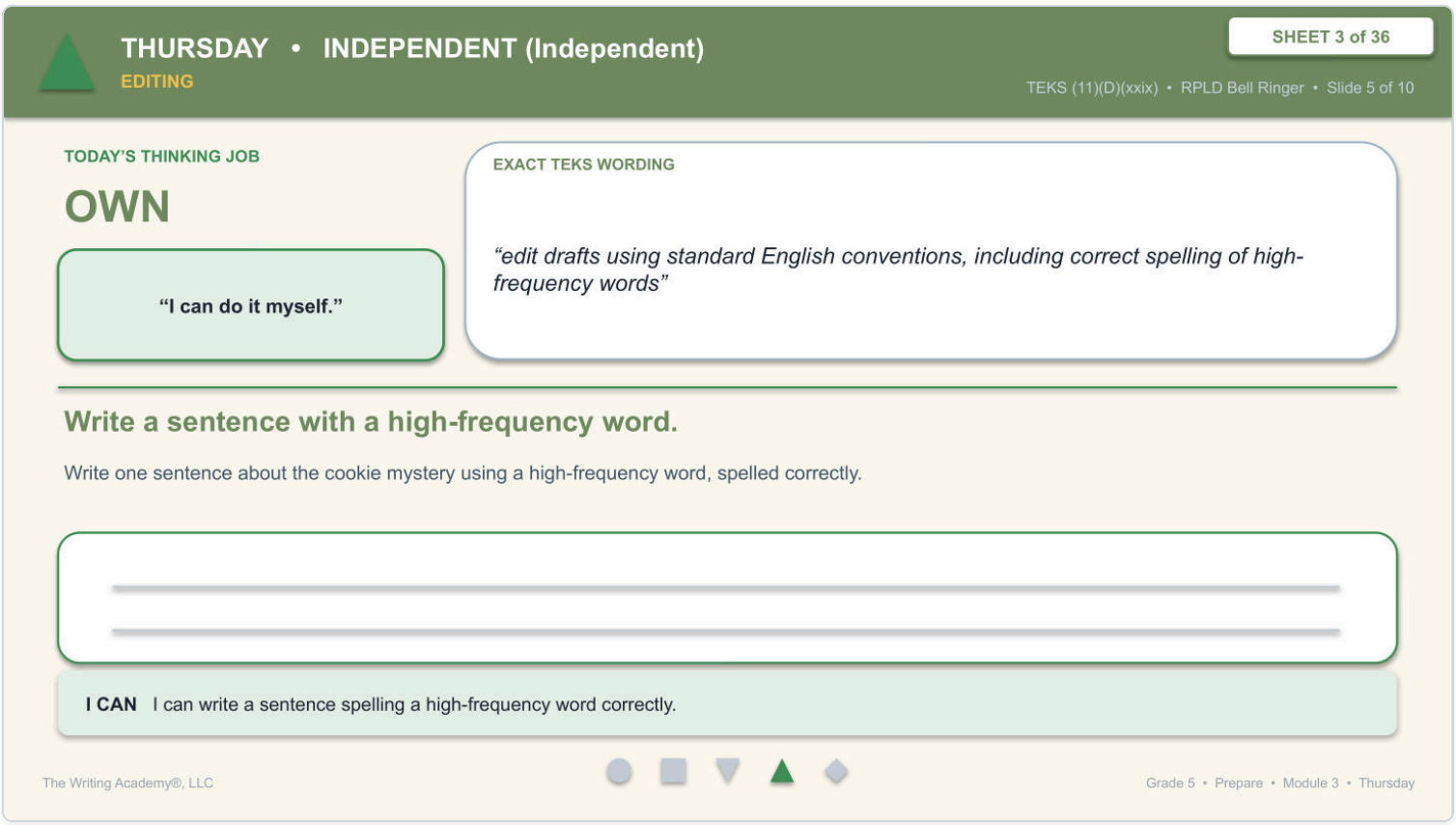
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

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

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

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

ANSWER KEY: Sample: "The cookies were probably eaten by someone." Probably is spelled correctly.

(11)(D)(xxix) · Spelling High-Frequency Words · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The cookies were probably eaten by someone." Probably is spelled correctly.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

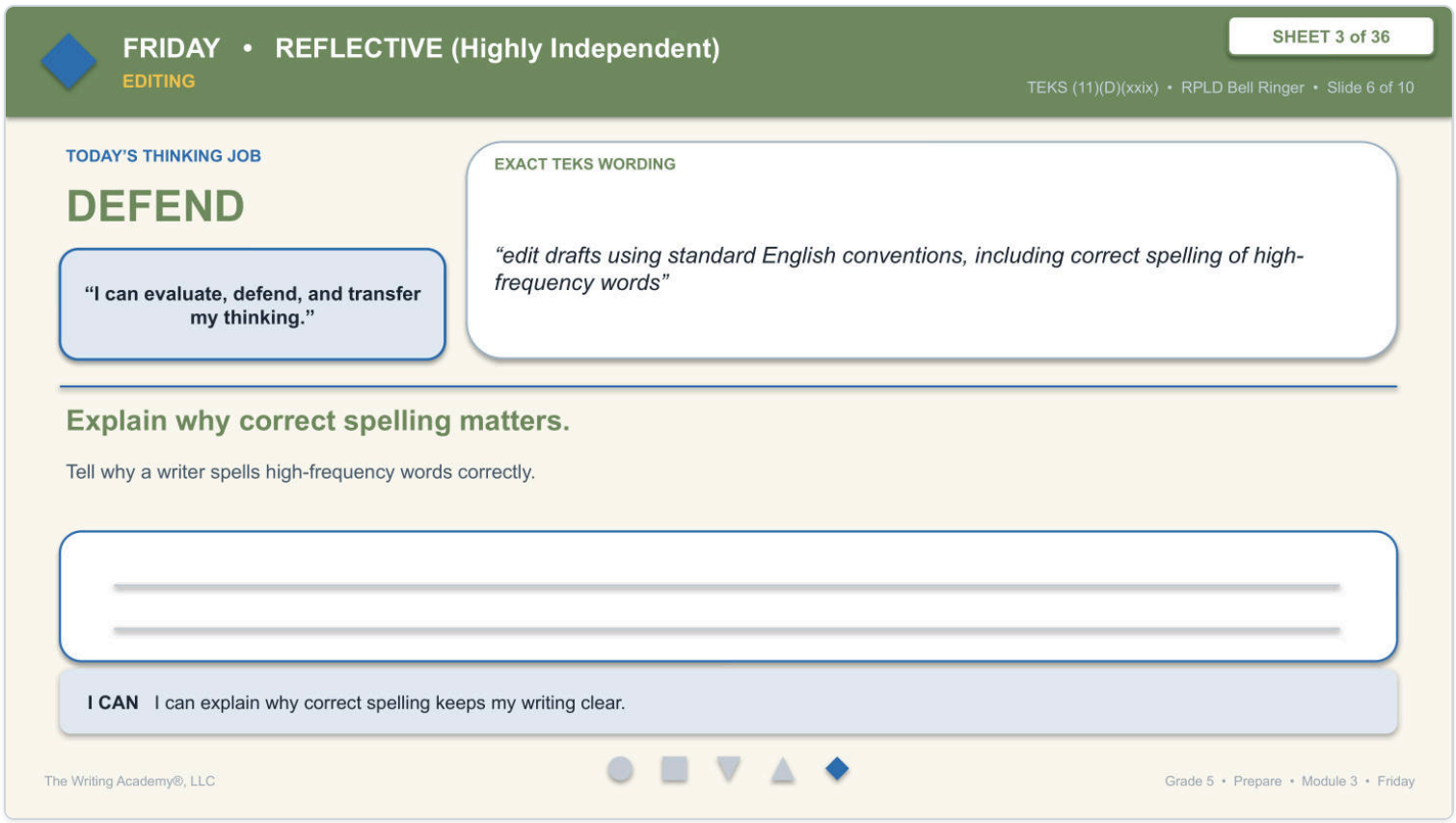
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

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

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

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



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

~5 min

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

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

""

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

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

(11)(D)(xxix) · Spelling High-Frequency Words · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Readers see these words often, so a misspelling stands out and slows them down.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

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

SHEET 3 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxix) edit drafts using standard English conventions, including **correct spelling of high-frequency words**	"Maya asked because she was curious." *Because is a high-frequency word spelled correctly.*

MY OWN EXAMPLE:

Write your own example here.

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

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

~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, Because is a high-frequency word spelled correctly.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

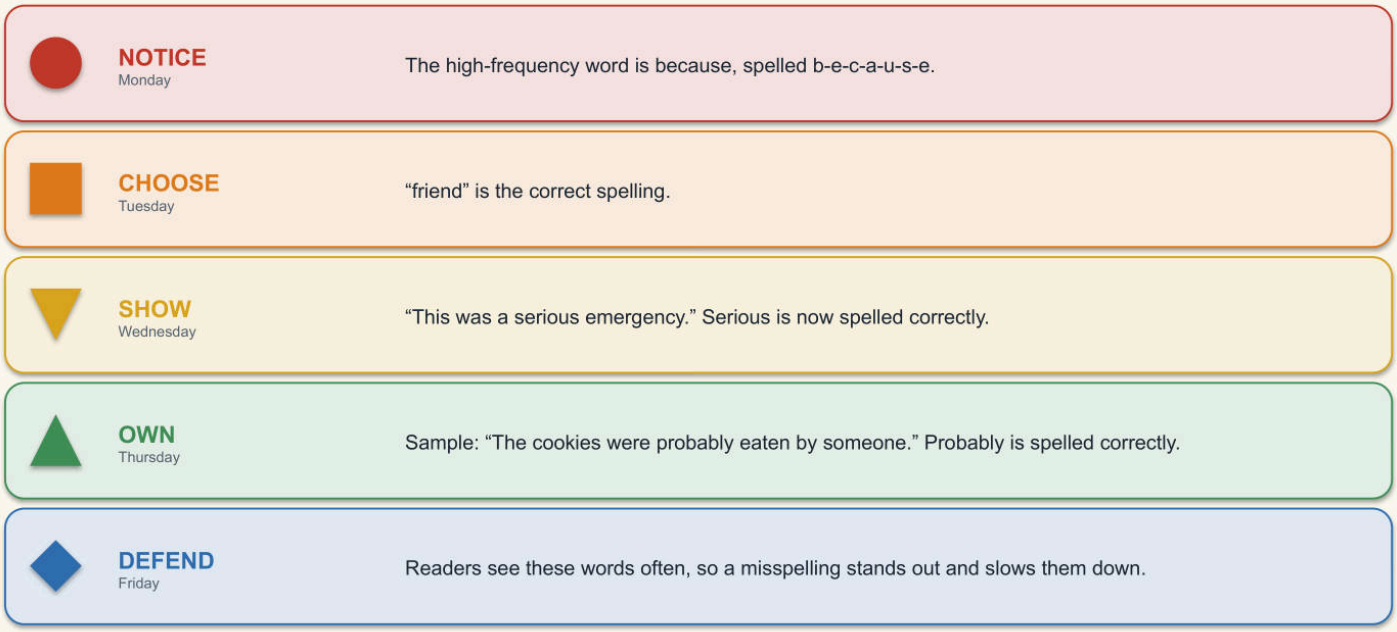
For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

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

SHEET 3 of 36

Slide 8 of 10



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

~3 min

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

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

▸ *Walk through the answers together and have students self-check and correct: Foundational, The high-frequency word is because, spelled b-e-c-a-u-s-e. Emergent, “friend” is the correct spelling. Visible, “This was a serious emergency.” Serious is now spelled correctly. Independent, Sample: “The cookies were probably eaten by someone.” Probably is spelled correctly. Reflective, Readers see these words often, so a misspelling stands out and slows them down.*

ANSWER KEY: The high-frequency word is because, spelled b-e-c-a-u-s-e. · “friend” is the correct spelling. · “This was a serious emergency.” Serious is now spelled correctly. · Sample: “The cookies were probably eaten by someone.” Probably is spelled correctly. · Readers see these words often, so a misspelling stands out and slows them down.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Test-Style Question

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

SHEET 3 of 36

Slide 9 of 10

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

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Maya said the missing cookies were a serius mystery. Now, sentence 1 is written incorrectly. What change should be made?"

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

NOTE: Revealed on the next slide.

(11)(D)(xxix) · Spelling High-Frequency Words · Sheet 3 of 36 · Prepare

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

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

SHEET 3 of 36

Slide 10 of 10

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.

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

~2 min

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

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

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

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

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

ANSWER KEY: A, Change serius to serious

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Foundations

~2 min

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

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

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

"This week, our editing focus is cumulative review: foundations, the standard says: 'edit drafts using standard English conventions (cumulative review of the Prepare foundations).'"

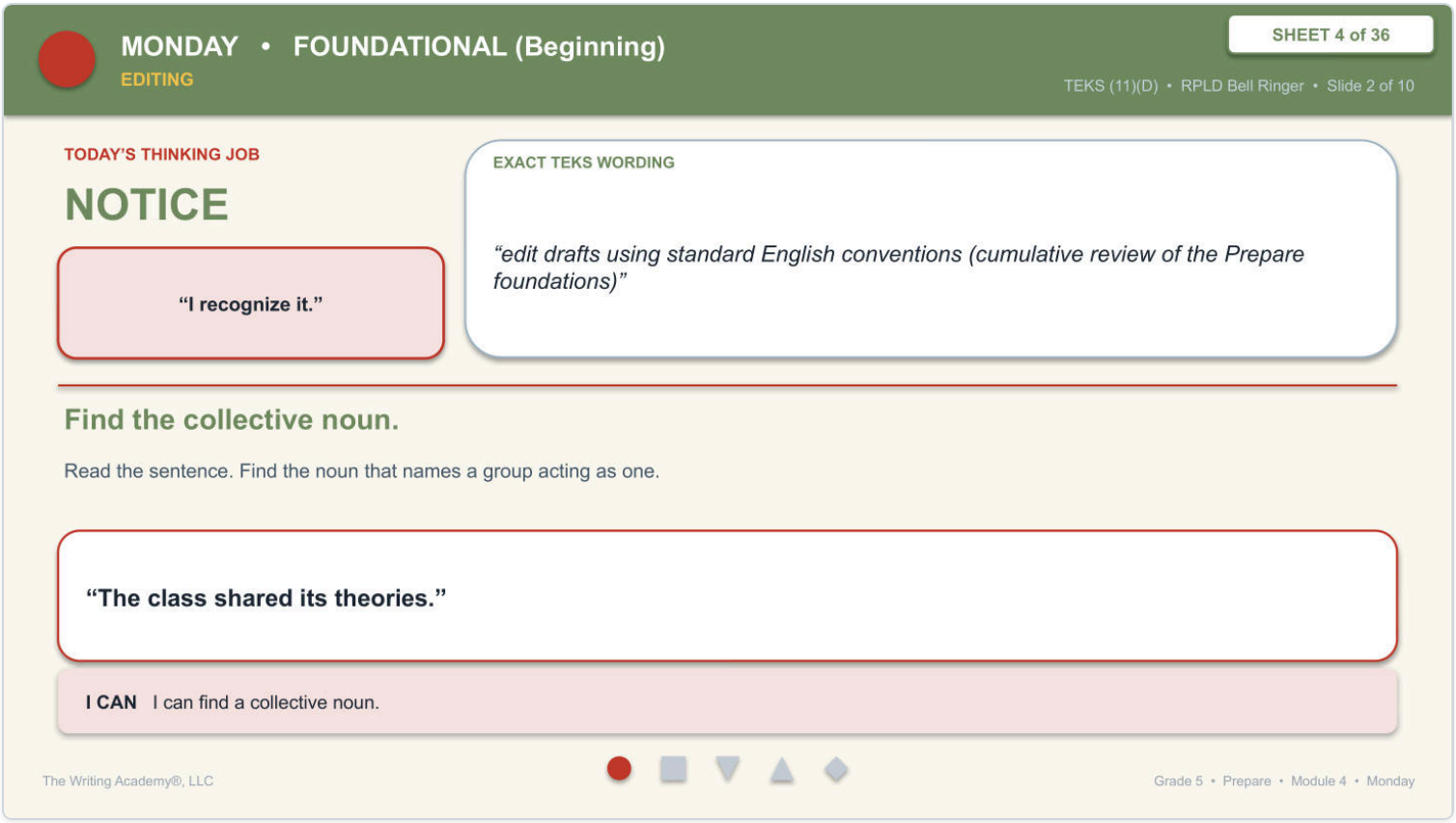
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

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

NOTE: This week: cumulative review: foundations, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Foundations slide deck · student Editing Tracking Sheets · highlighters/pencils.

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

~2 min

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

"Let's warm up our editing eyes. Find the collective noun. Read the sentence. Find the noun that names a group acting as one."

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

"Read this with me: 'The class shared its theories.'"

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The collective noun is class; it names a group acting as one.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: foundations" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: foundations is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Choose the verb that agrees with the subject or collective noun."

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

"Read this with me: 'The fifth grade (were / was) confused.'"

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

ANSWER KEY: "was" agrees with the collective noun grade, which acts as one.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "was" agrees with the collective noun grade, which acts as one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

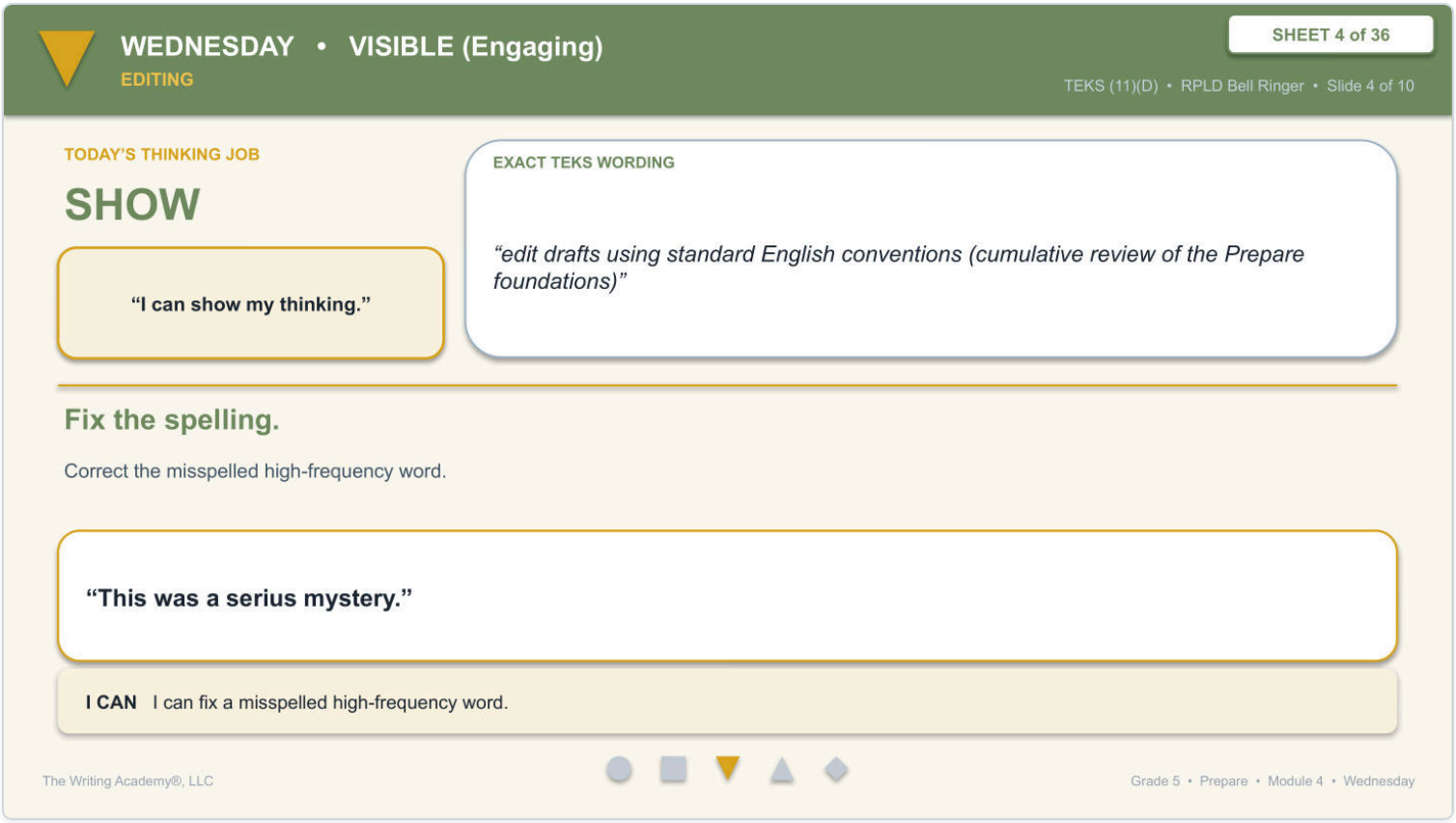
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

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

"Read this with me: 'This was a serius mystery.'"

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

ANSWER KEY: "This was a serious mystery." Serious is spelled correctly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "This was a serious mystery." Serious is spelled correctly.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

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

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

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

ANSWER KEY: Sample: "The whole class wanted answers." The subject and verb agree.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The whole class wanted answers." The subject and verb agree.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



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

~5 min

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

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

""

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The grade acts as one group, so it takes the singular verb was.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Foundations

SHEET 4 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **complete sentences, agreement, collective nouns, and spelling**	"The class was serious about finding the missing cookies." *The collective noun class takes was, and the high-frequency word serious is spelled correctly.*

MY OWN EXAMPLE:

Write your own example here.

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

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

~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, The collective noun class takes was, and the high-frequency word serious is spelled correctly.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Foundations

SHEET 4 of 36

Slide 8 of 10

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.

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

~3 min

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

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

▸ *Walk through the answers together and have students self-check and correct: Foundational, The collective noun is class; it names a group acting as one. Emergent, “was” agrees with the collective noun grade, which acts as one. Visible, “This was a serious mystery.” Serious is spelled correctly. Independent, Sample: “The whole class wanted answers.” The subject and verb agree. Reflective, The grade acts as one group, so it takes the singular verb was.*

ANSWER KEY: The collective noun is class; it names a group acting as one. · “was” agrees with the collective noun grade, which acts as one. · “This was a serious mystery.” Serious is spelled correctly. · Sample: “The whole class wanted answers.” The subject and verb agree. · The grade acts as one group, so it takes the singular verb was.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Foundations

SHEET 4 of 36

Slide 9 of 10

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

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The whole class were determined to solve the mystery. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Foundations

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.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change were to was. Class is a collective noun acting as one group, so it takes the singular verb was."

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

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

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

ANSWER KEY: A, Change were to was

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Review: Complete Sentences

~2 min

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

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

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

"This week, our editing focus is review: complete sentences, the standard says: 'edit drafts using standard English conventions (applying the Prepare foundations).'"

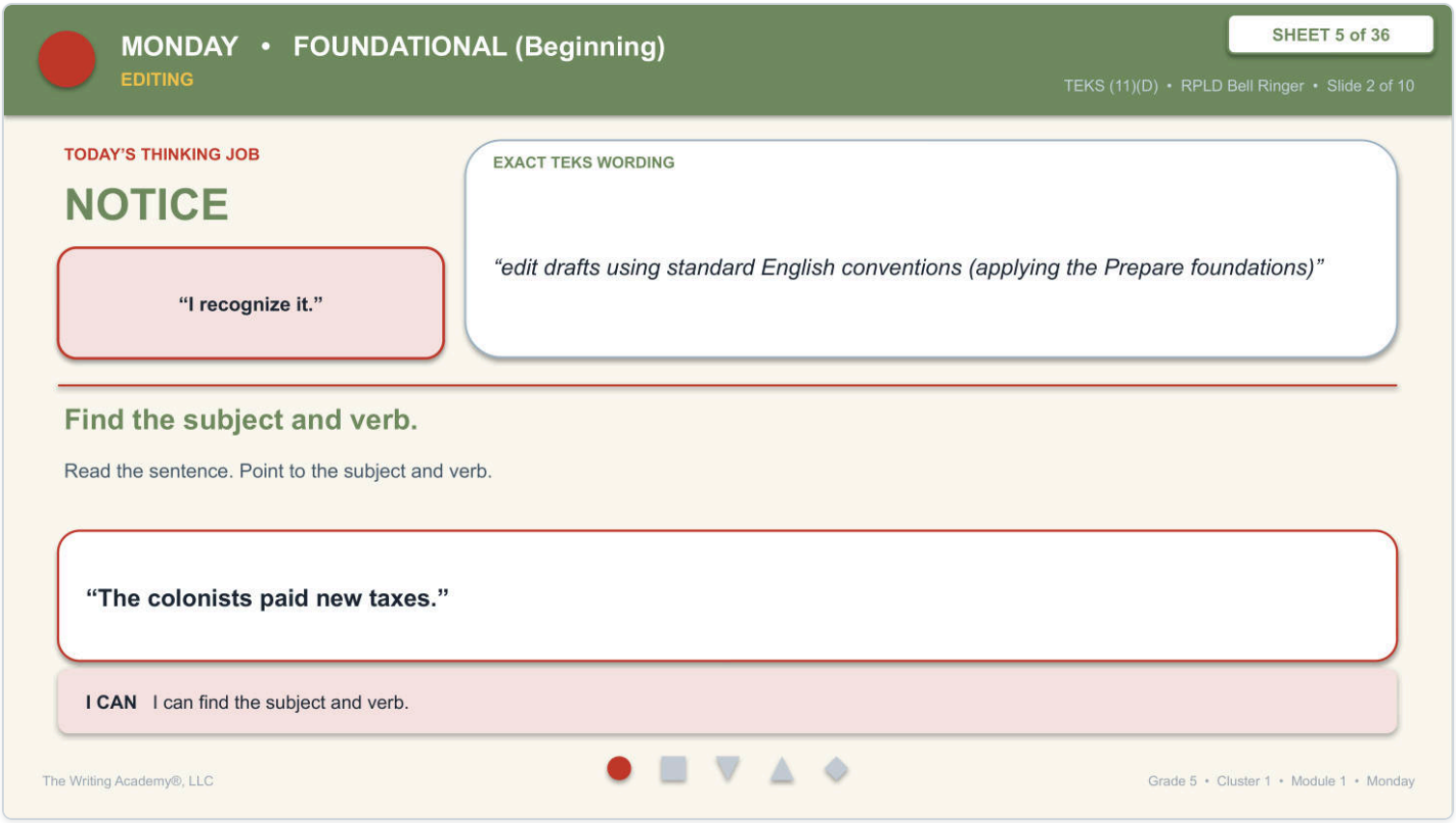
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

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

NOTE: This week: review: complete sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Review: Complete Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

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

~2 min

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

"Let's warm up our editing eyes. Find the subject and verb. Read the sentence. Point to the subject and verb."

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

"Read this with me: 'The colonists paid new taxes.'"

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subject is colonists and the verb is paid; together they make a complete idea.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "review: complete sentences" specifically.

POSSIBLE STUDENT QUESTION

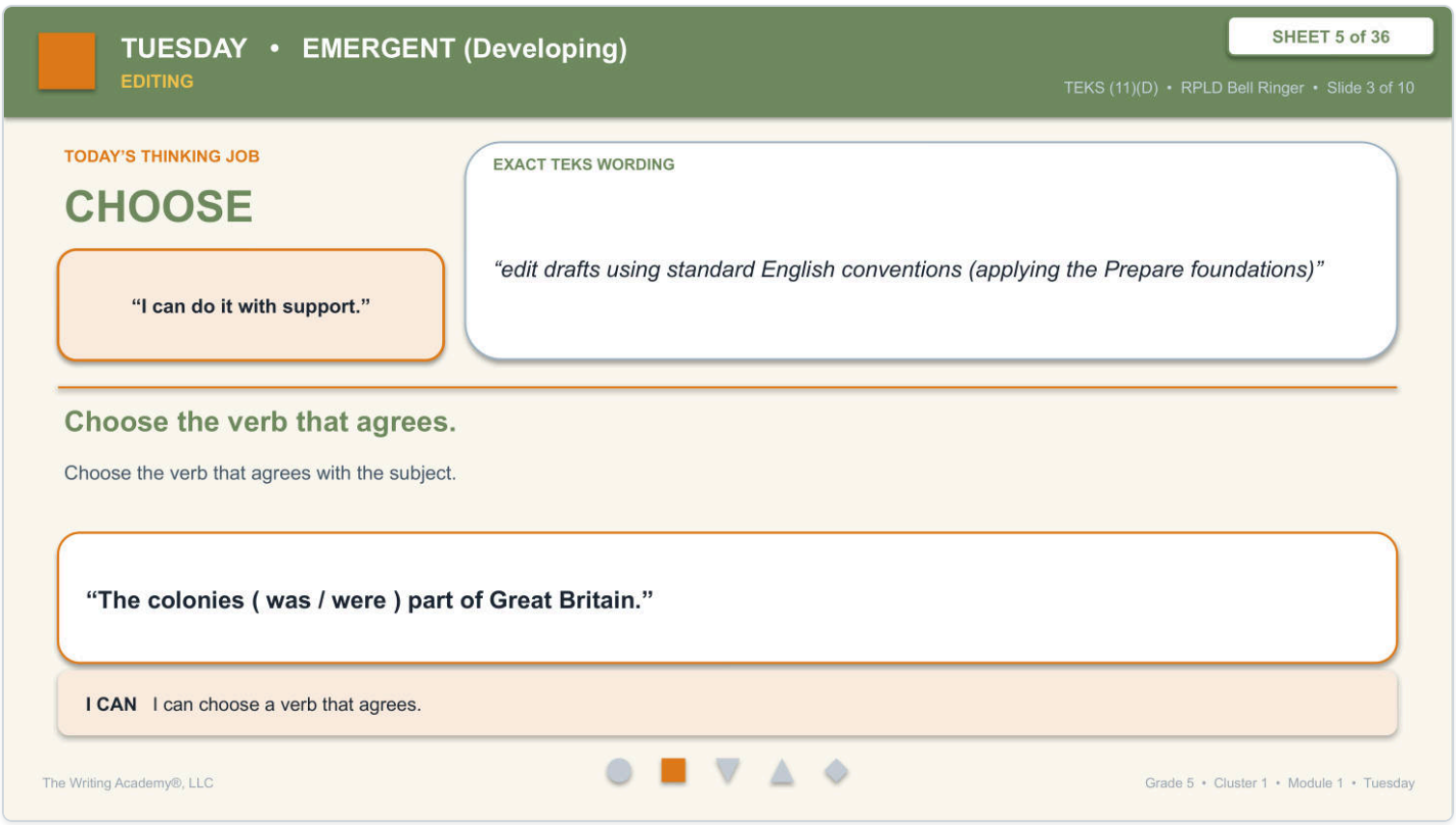
"Why does this matter?" Because readers trust writing when review: complete sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Choose the verb that agrees with the subject."

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

"Read this with me: 'The colonies (was / were) part of Great Britain.'"

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

ANSWER KEY: "were" agrees with the plural subject colonies.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "were" agrees with the plural subject colonies.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

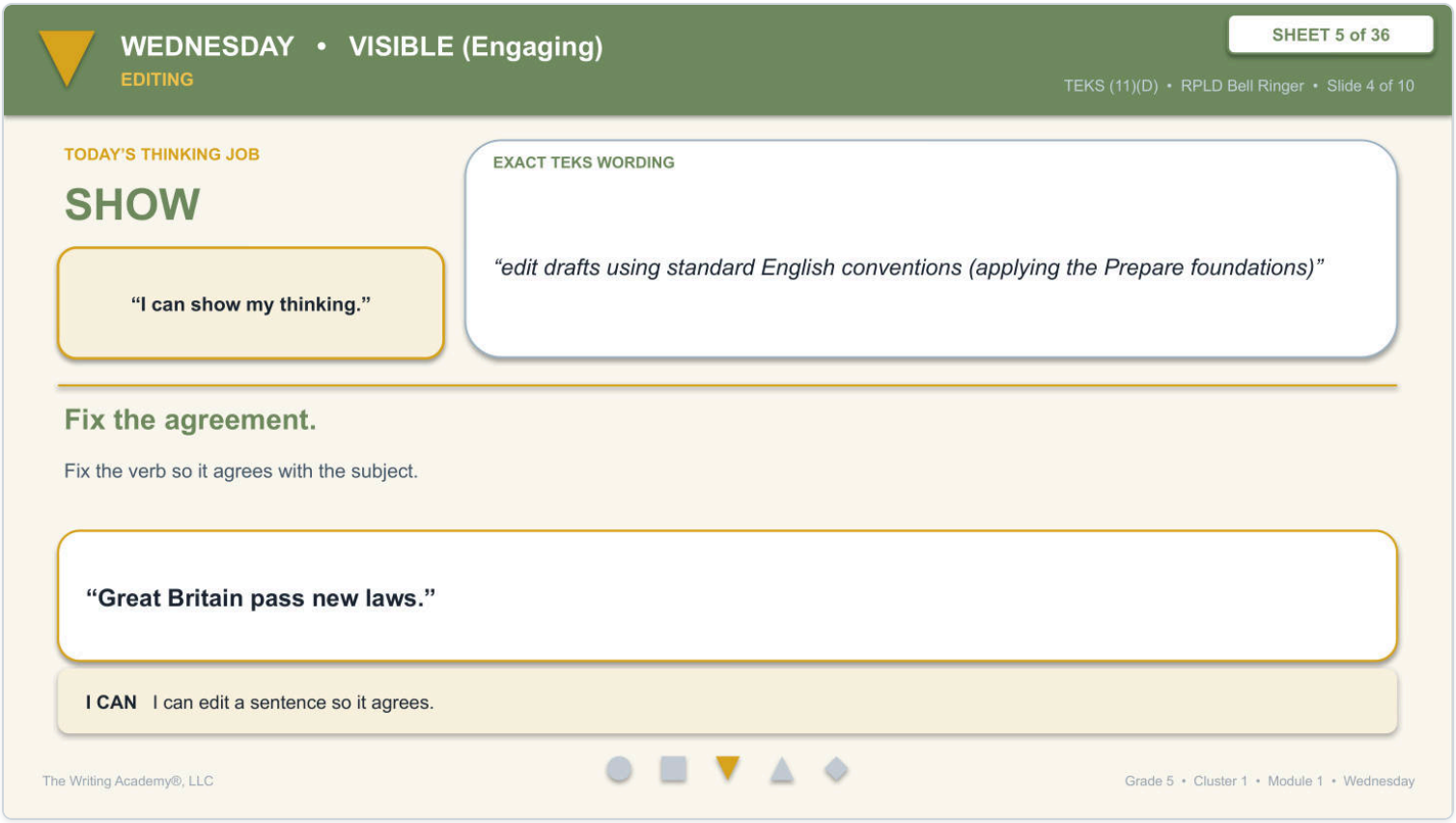
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Fix the verb so it agrees with the subject."

"Read this with me: 'Great Britain pass new laws.'"

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

ANSWER KEY: "Great Britain passed new laws." Passed is the correct past tense.

(11)(D) · Review: Complete Sentences · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Great Britain passed new laws." Passed is the correct past tense.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

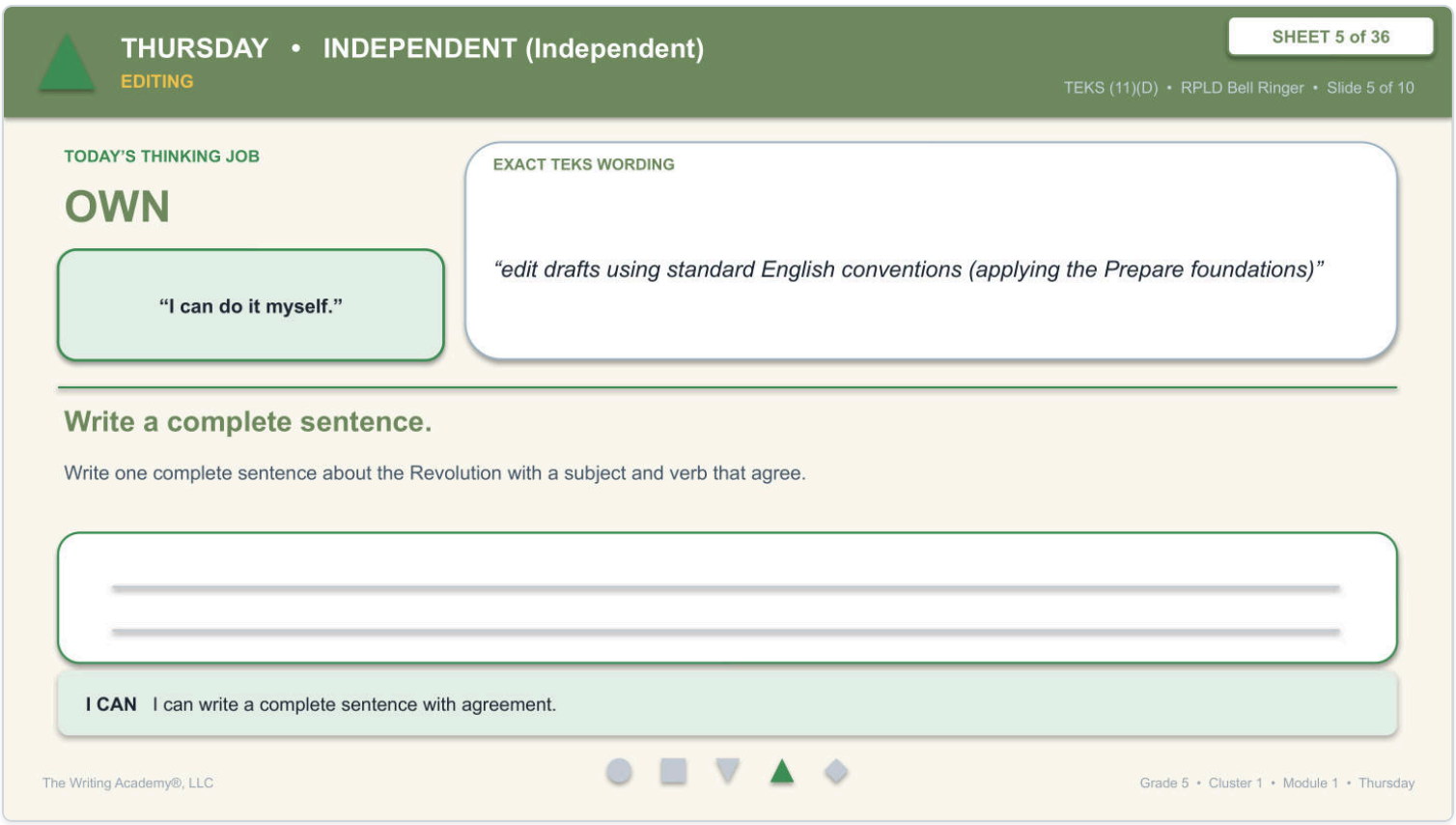
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

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

"Read this one: Write one complete sentence about the Revolution with a subject and verb that agree."

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

ANSWER KEY: Sample: "The colonists wanted their freedom." The subject and verb agree.

(11)(D) · Review: Complete Sentences · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The colonists wanted their freedom." The subject and verb agree.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Explain a sentence edit.

Tell why the subject and verb agree.

I CAN I can explain subject-verb agreement.

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

~5 min

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

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

""

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

ANSWER KEY: Colonies is plural, so it takes the plural verb were.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Colonies is plural, so it takes the plural verb were.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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YOUR TURN, Fill in your Tracking Sheet

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

SHEET 5 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **complete sentences with subject-verb agreement**	"The colonists paid taxes on printed materials." *The plural subject colonists takes the plural verb paid, so the subject and verb agree.*

MY OWN EXAMPLE:

Write your own example here.

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

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

~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, The plural subject colonists takes the plural verb paid, so the subject and verb agree.

(11)(D) · Review: Complete Sentences · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

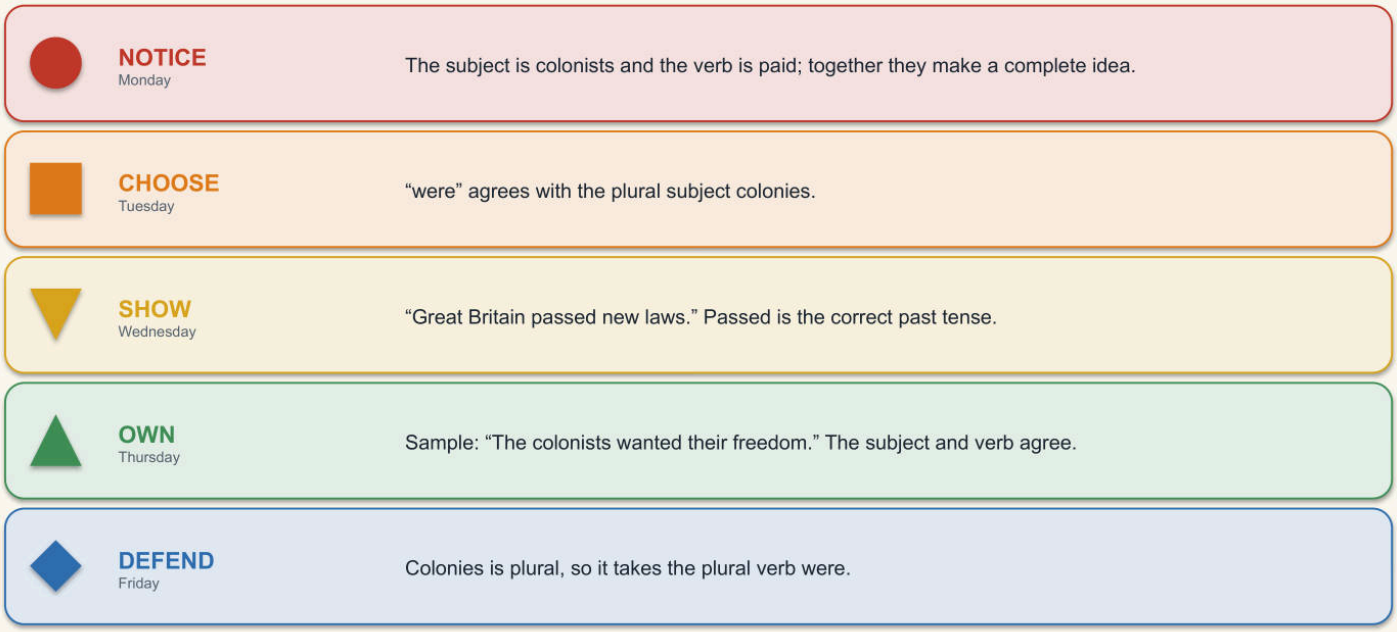
The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

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

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

ANSWERS, Across the Five Thinking Levels

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



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

~3 min

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

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

▸ *Walk through the answers together and have students self-check and correct: Foundational, The subject is colonists and the verb is paid; together they make a complete idea. Emergent, “were” agrees with the plural subject colonies. Visible, “Great Britain passed new laws.” Passed is the correct past tense. Independent, Sample: “The colonists wanted their freedom.” The subject and verb agree. Reflective, Colonies is plural, so it takes the plural verb were.*

ANSWER KEY: The subject is colonists and the verb is paid; together they make a complete idea. · “were” agrees with the plural subject colonies. · “Great Britain passed new laws.” Passed is the correct past tense. · Sample: “The colonists wanted their freedom.” The subject and verb agree. · Colonies is plural, so it takes the plural verb were.

(11)(D) · Review: Complete Sentences · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Test-Style Question

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

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

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The thirteen colonies was part of Great Britain. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

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

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.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change was to were. The subject colonies is plural, so it needs the plural verb were, not was."

▸ *Walk through why the other choices are 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."

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

ANSWER KEY: A, Change was to were

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Review: Collective Nouns

~2 min

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

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

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

"This week, our editing focus is review: collective nouns, the standard says: 'edit drafts using standard English conventions (applying collective nouns).'"

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

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

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

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

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MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 6 of 36

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

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the collective noun.

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

"The army marched together."

I CAN I can find a collective noun.

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

~2 min

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

"Let's warm up our editing eyes. Find the collective noun. Read the sentence. Find the noun that names a group acting as one."

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

"Read this with me: 'The army marched together.'"

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The collective noun is army; it names a group acting as one.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "review: collective nouns" specifically.

POSSIBLE STUDENT QUESTION

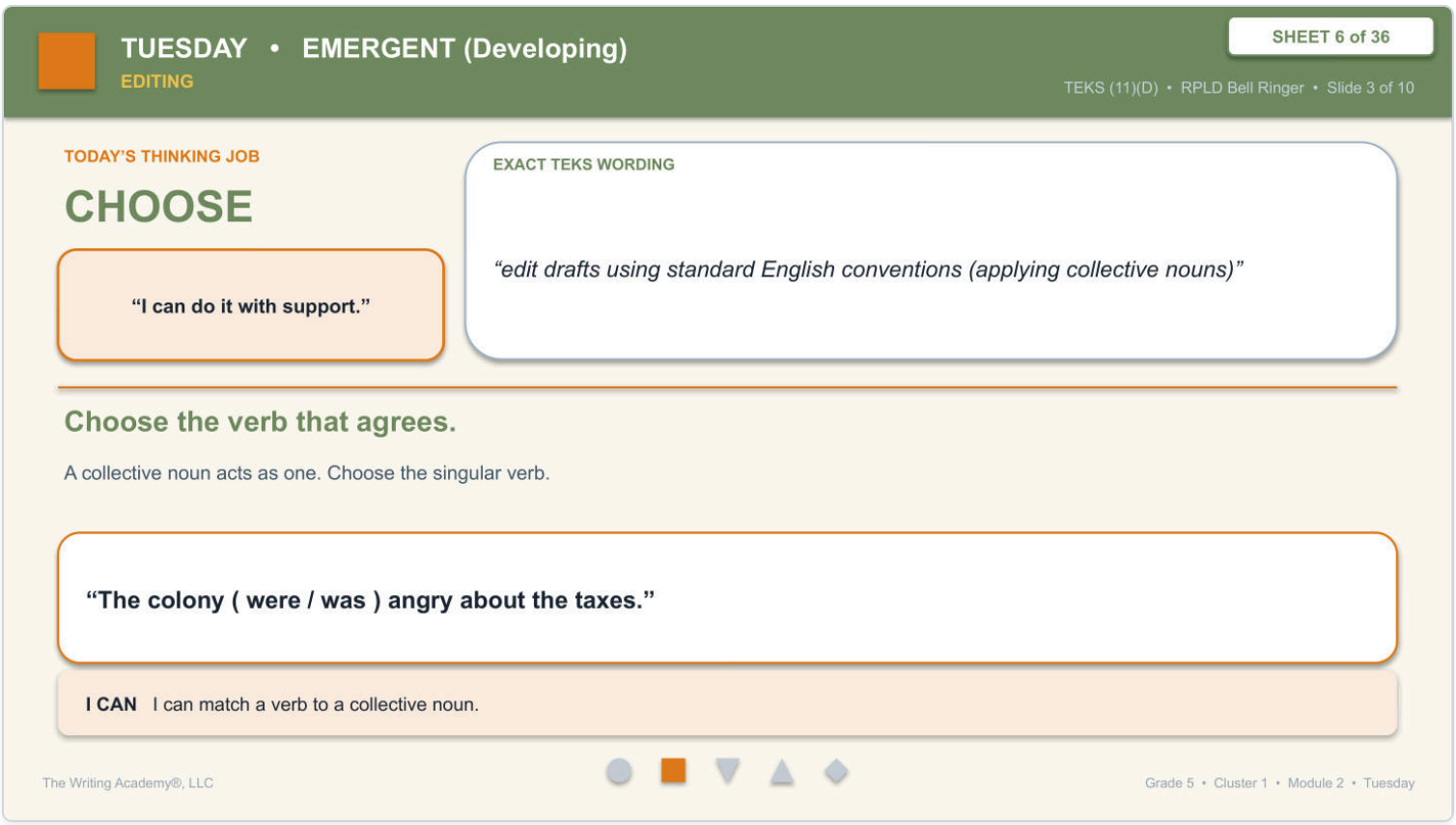
"Why does this matter?" Because readers trust writing when review: collective nouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

"Yesterday we noticed. Today we choose, with support. A collective noun acts as one. Choose the singular verb."

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

"Read this with me: 'The colony (were / was) angry about the taxes.'"

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

ANSWER KEY: "was" agrees with the collective noun colony, which acts as one.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "was" agrees with the collective noun colony, which acts as one.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

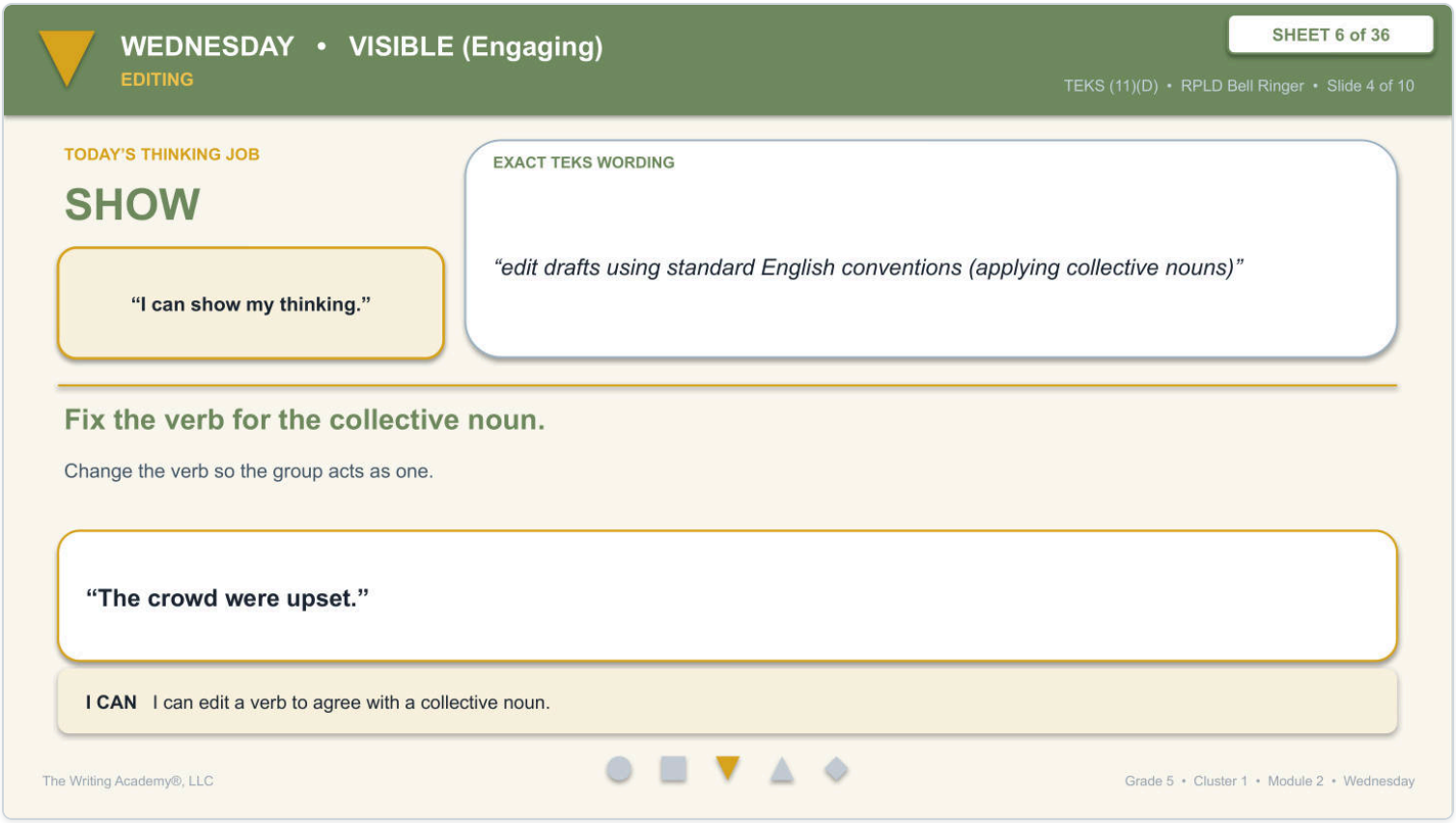
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Change the verb so the group acts as one."

"Read this with me: 'The crowd were upset.'"

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

ANSWER KEY: "The crowd was upset." The collective noun crowd takes the singular verb was.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The crowd was upset." The collective noun crowd takes the singular verb was.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

THURSDAY • INDEPENDENT (Independent)

EDITING

SHEET 6 of 36

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

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

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

Write a sentence with a collective noun.

Write one sentence about the Revolution using a collective noun.

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

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

~4 min

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

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

"Read this one: Write one sentence about the Revolution using a collective noun."

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

ANSWER KEY: Sample: "The colony stood together against the taxes." Colony is a collective noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The colony stood together against the taxes." Colony is a collective noun.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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.

I CAN I can explain how a collective noun agrees.

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

~5 min

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

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

""

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The colony acts as one group, so it takes the singular verb was.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

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

SHEET 6 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **collective nouns**	"The colony was angry about the new taxes." *Colony is a collective noun acting as one, so it takes the singular verb was.*

MY OWN EXAMPLE:

Write your own example here.

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

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

~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, Colony is a collective noun acting as one, so it takes the singular verb was.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

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

SHEET 6 of 36

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.

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

~3 min

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

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

▸ *Walk through the answers together and have students self-check and correct: Foundational, The collective noun is army; it names a group acting as one. Emergent, “was” agrees with the collective noun colony, which acts as one. Visible, “The crowd was upset.” The collective noun crowd takes the singular verb was. Independent, Sample: “The colony stood together against the taxes.” Colony is a collective noun. Reflective, The colony acts as one group, so it takes the singular verb was.*

ANSWER KEY: The collective noun is army; it names a group acting as one. · “was” agrees with the collective noun colony, which acts as one. · “The crowd was upset.” The collective noun crowd takes the singular verb was. · Sample: “The colony stood together against the taxes.” Colony is a collective noun. · The colony acts as one group, so it takes the singular verb was.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Test-Style Question

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

SHEET 6 of 36

Slide 9 of 10

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

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The angry crowd were ready to protest the taxes. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

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

SHEET 6 of 36

Slide 10 of 10

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.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change were to was. Crowd is a collective noun acting as one group, so it takes the singular verb was."

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

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

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

ANSWER KEY: A, Change were to was

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Review: Spelling

~2 min

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

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

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

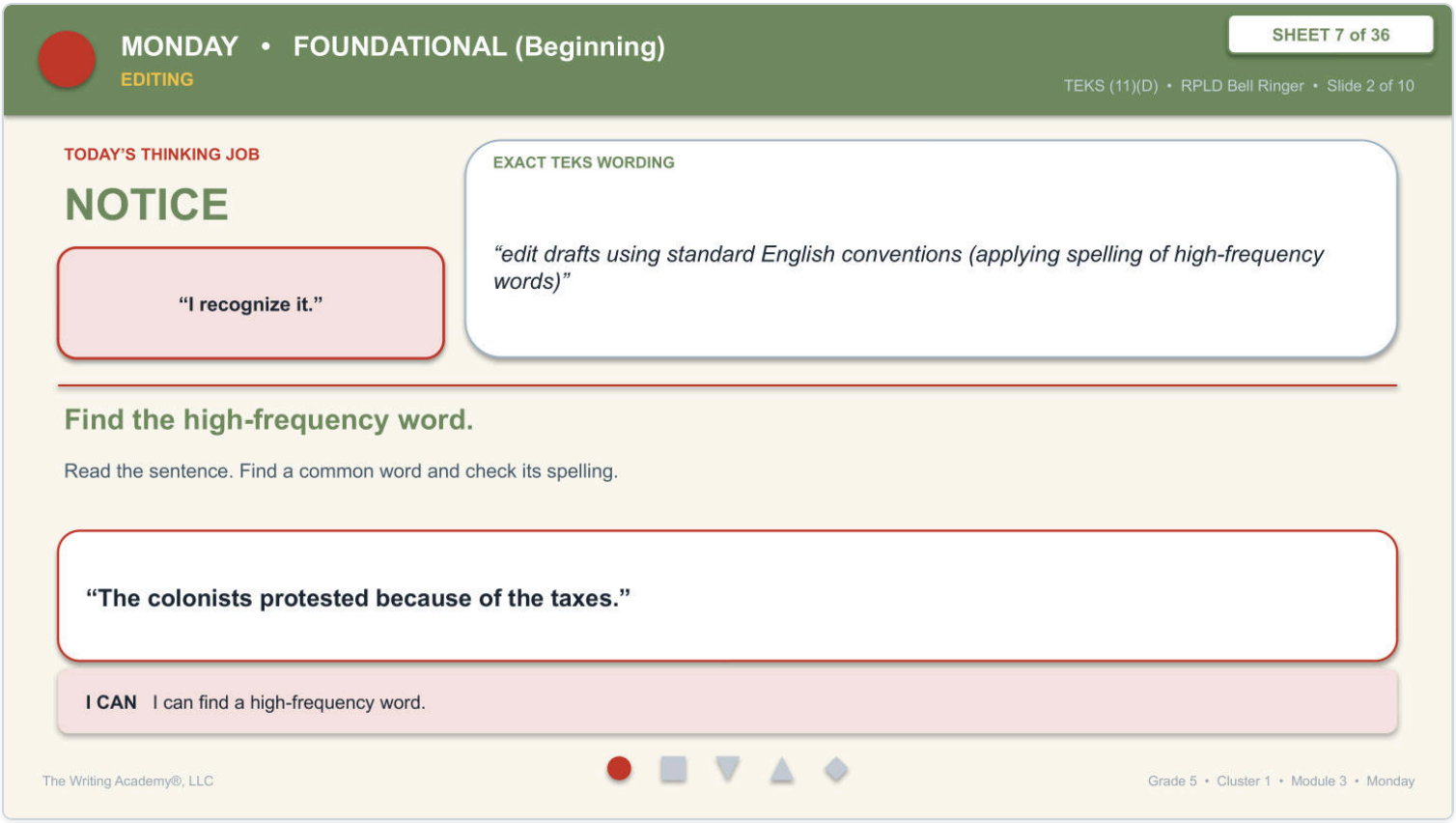
"This week, our editing focus is review: spelling, the standard says: 'edit drafts using standard English conventions (applying spelling of high-frequency words).'"

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

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

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

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



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

~2 min

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

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

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

"Read this with me: 'The colonists protested because of the taxes.'"

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The high-frequency word is because, spelled b-e-c-a-u-s-e.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

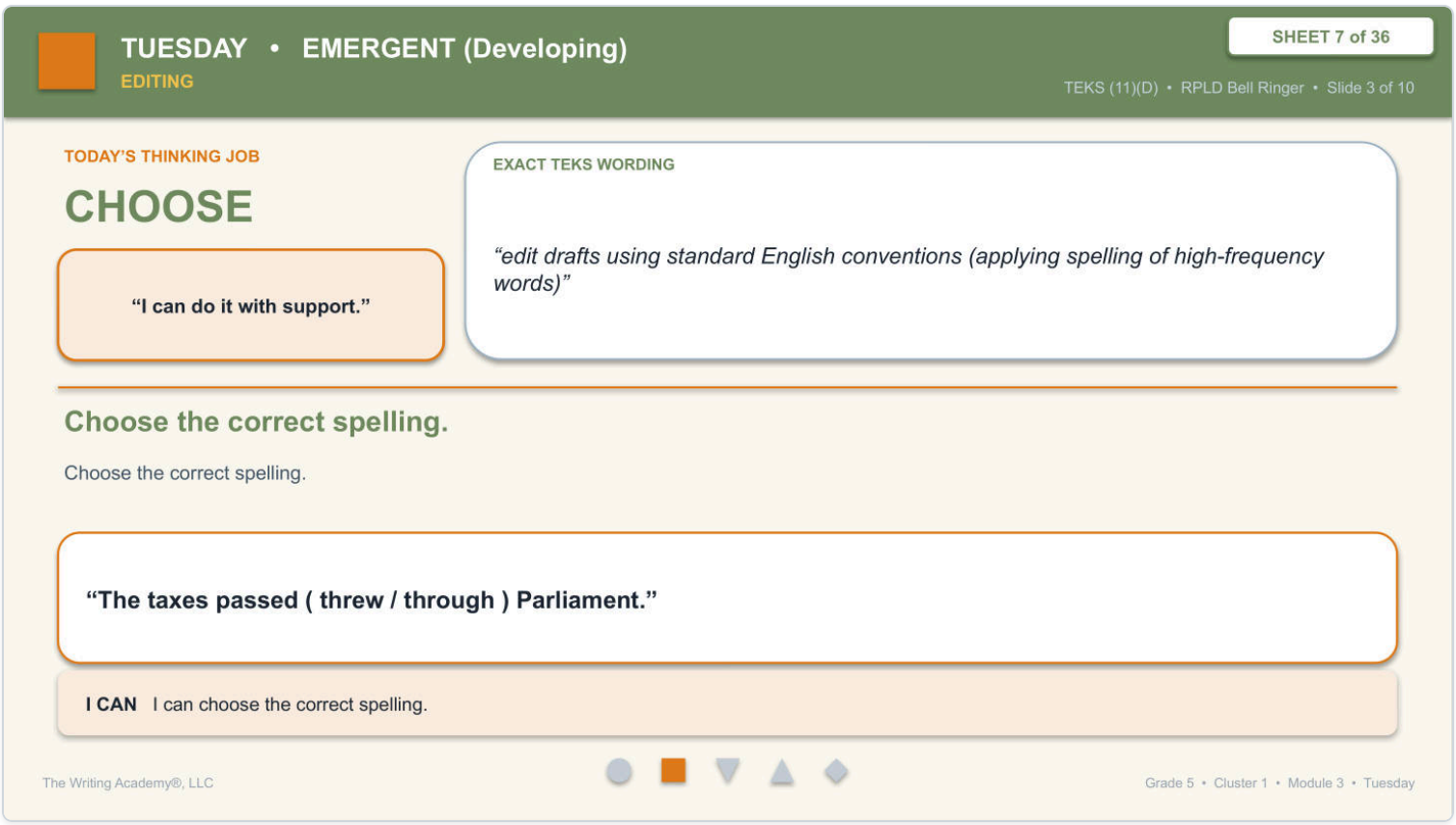
"Why does this matter?" Because readers trust writing when review: spelling is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Choose the correct spelling."

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

"Read this with me: Choose the correct spelling. 'The taxes passed (threw / through) Parliament.'"

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

ANSWER KEY: "through" is the correct spelling.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "through" is the correct spelling.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (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.

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

~4 min

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

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

"Read this with me: 'The colonists had enuff of the taxes.'"

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

ANSWER KEY: "The colonists had enough of the taxes." Enough is spelled correctly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The colonists had enough of the taxes." Enough is spelled correctly.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

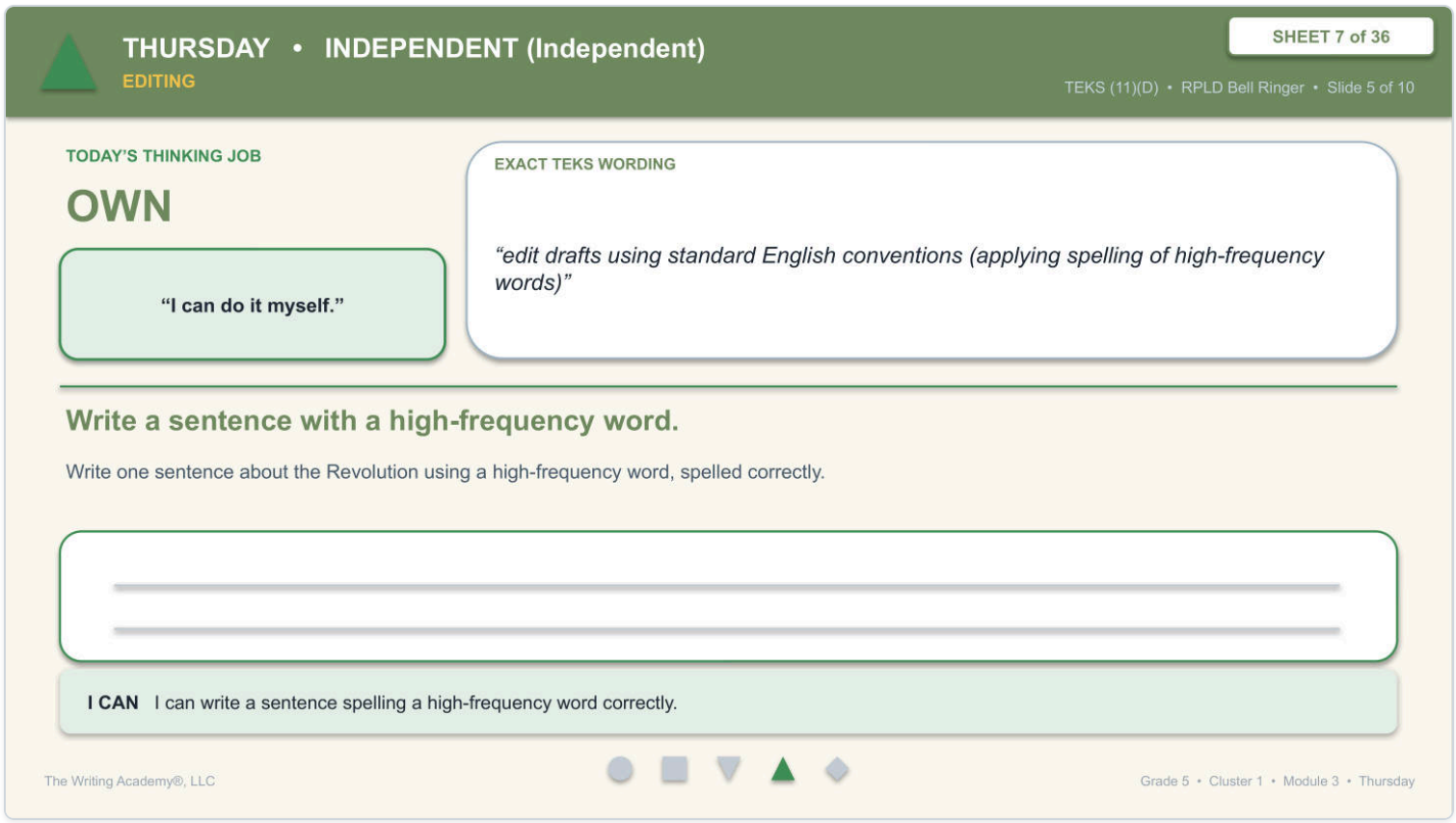
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

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

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

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

ANSWER KEY: Sample: "The colonists wanted a fair government." Government is spelled correctly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The colonists wanted a fair government." Government is spelled correctly.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

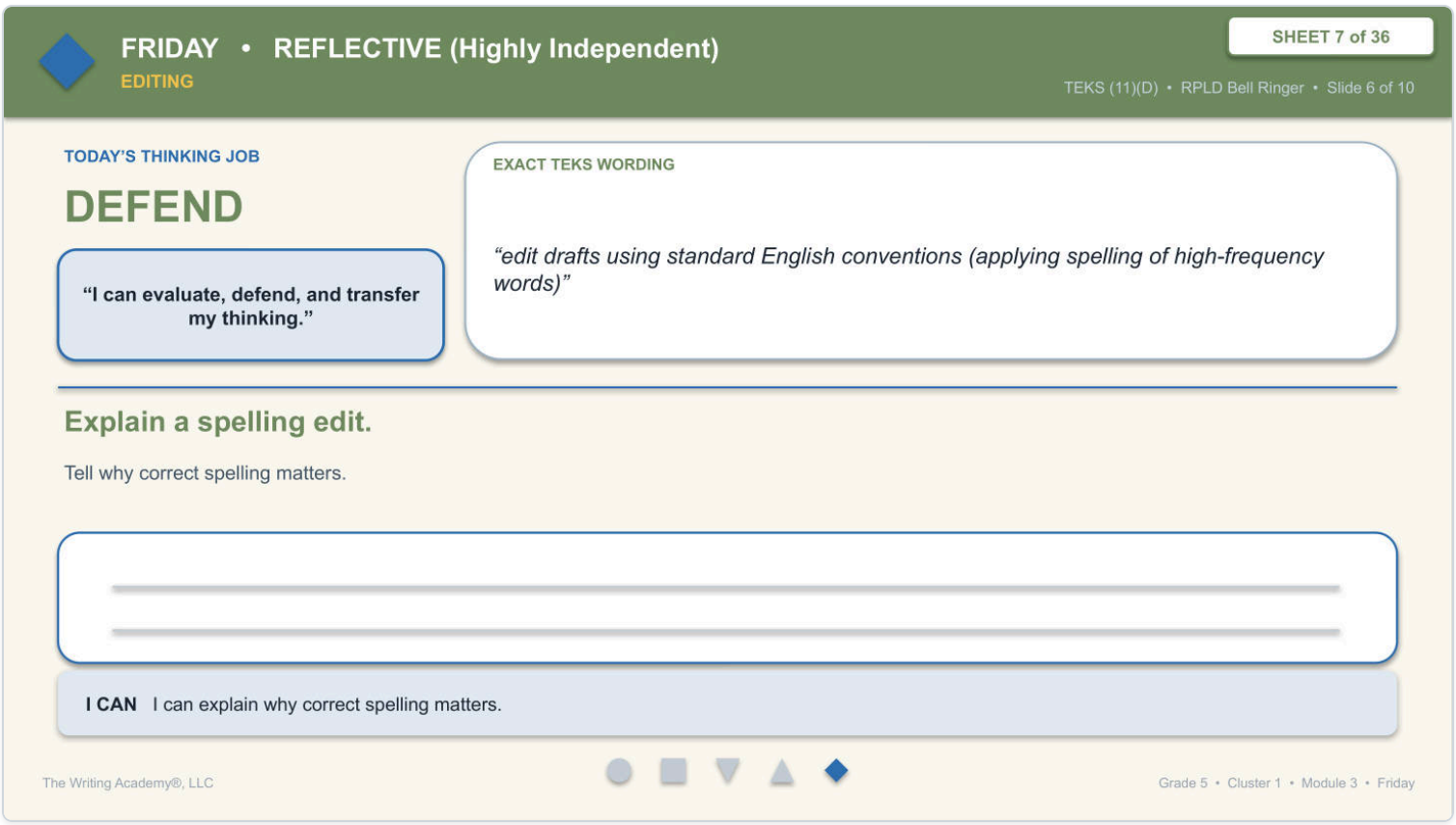
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

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

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

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



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

~5 min

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

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

""

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

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

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Readers see these words often, so a misspelling stands out.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Review: Spelling

SHEET 7 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **correct spelling of high-frequency words**	"The colonists protested because of the unfair taxes." *Because is a high-frequency word spelled correctly.*

MY OWN EXAMPLE:

Write your own example here.

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

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

⏱ ~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, Because is a high-frequency word spelled correctly.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Review: Spelling

SHEET 7 of 36

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.

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

~3 min

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

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

▸ *Walk through the answers together and have students self-check and correct: Foundational, The high-frequency word is because, spelled b-e-c-a-u-s-e. Emergent, “through” is the correct spelling. Visible, “The colonists had enough of the taxes.” Enough is spelled correctly. Independent, Sample: “The colonists wanted a fair government.” Government is spelled correctly. Reflective, Readers see these words often, so a misspelling stands out.*

ANSWER KEY: The high-frequency word is because, spelled b-e-c-a-u-s-e. · “through” is the correct spelling. · “The colonists had enough of the taxes.” Enough is spelled correctly. · Sample: “The colonists wanted a fair government.” Government is spelled correctly. · Readers see these words often, so a misspelling stands out.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Review: Spelling

SHEET 7 of 36

Slide 9 of 10

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

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The colonists were angry becuase of the new taxes. Now, sentence 1 is written incorrectly. What change should be made?"

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

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Review: Spelling

SHEET 7 of 36

Slide 10 of 10

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.

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

~2 min

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

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

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

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

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

ANSWER KEY: A, Change becuase to because

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Foundations

~2 min

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

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

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

"This week, our editing focus is cumulative review: foundations, the standard says: 'edit drafts using standard English conventions (cumulative review of the foundations).'"

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

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

NOTE: This week: cumulative review: foundations, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Foundations slide deck · student Editing Tracking Sheets · highlighters/pencils.

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MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 8 of 36

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

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

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

Find the error type.

Read the sentence and decide which foundation needs editing.

"The army were ready."

I CAN I can spot which foundation needs editing.

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Grade 5 • Cluster 1 • Module 4 • Monday

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

~2 min

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

"Let's warm up our editing eyes. Find the error type. Read the sentence and decide which foundation needs editing."

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

"Read this with me: 'The army were ready.'"

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

ANSWER KEY: "The army were ready." is a collective-noun agreement error; army takes was.

(11)(D) · Cumulative Review: Foundations · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The army were ready." is a collective-noun agreement error; army takes was.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: foundations" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: foundations is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

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

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

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 8 of 36

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

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of 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.

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

~4 min

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

"Yesterday we noticed. Today we choose, with support. Choose the correct fix for the sentence."

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

"Read this with me: 'The colony (were / was) united.'"

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

ANSWER KEY: "was" agrees with the collective noun colony.

(11)(D) · Cumulative Review: Foundations · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "was" agrees with the collective noun colony.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 8 of 36

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

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

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

Fix two things at once.

Fix the agreement and the spelling in the sentence.

"The colonies was angry becuase of taxes."

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

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

~4 min

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

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Fix the agreement and the spelling in the sentence."

"Read this with me: 'The colonies was angry becuase of taxes.'"

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

ANSWER KEY: "The colonies were angry because of taxes." The agreement and the spelling are fixed.

(11)(D) · Cumulative Review: Foundations · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The colonies were angry because of taxes." The agreement and the spelling are fixed.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

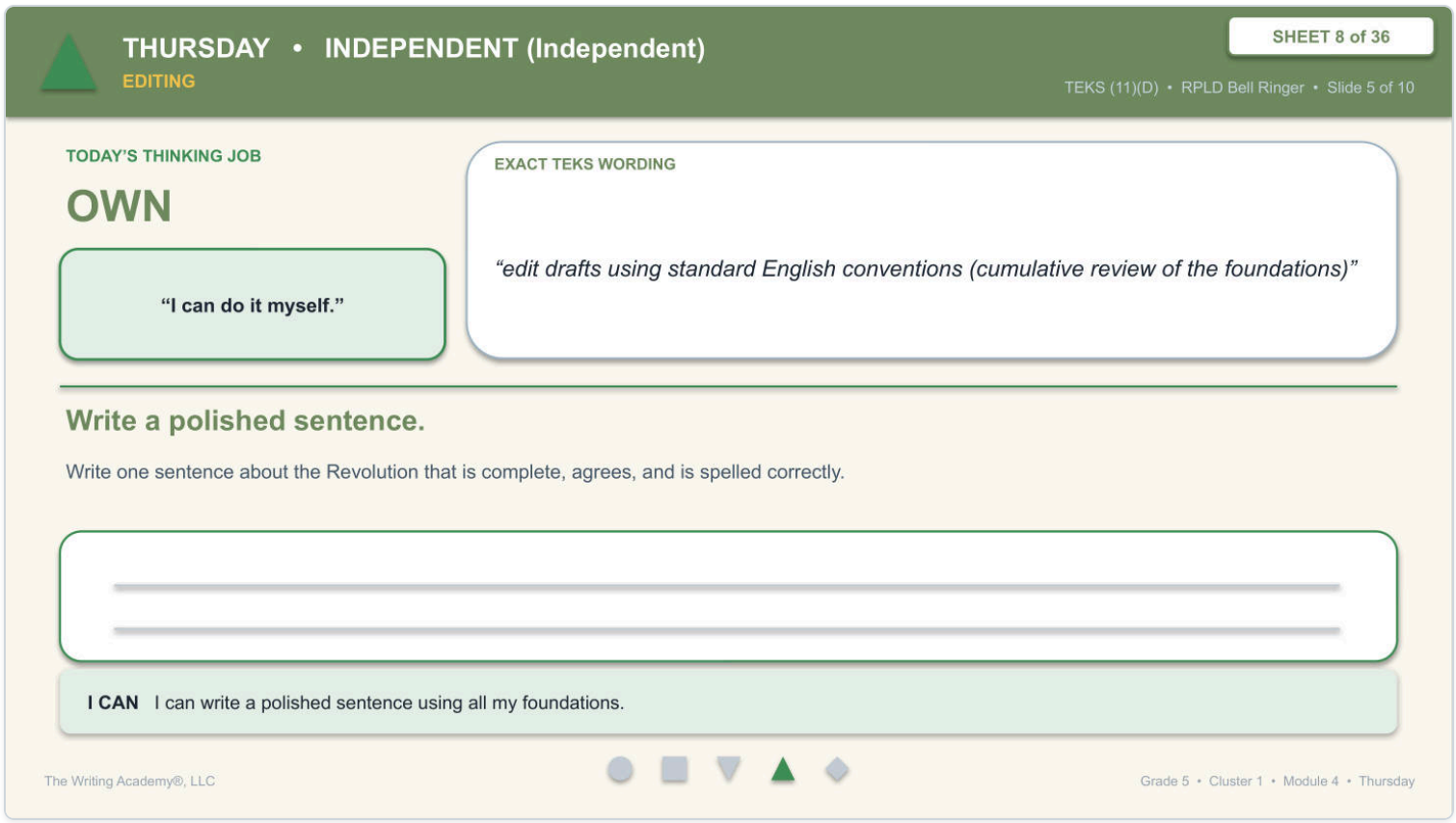
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

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

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

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



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

~4 min

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

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

"Read this one: Write one sentence about the Revolution that is complete, agrees, and is spelled correctly."

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

ANSWER KEY: Sample: "The colonists were united because they wanted freedom." Complete, agrees, and spelled right.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The colonists were united because they wanted freedom." Complete, agrees, and spelled right.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

TODAY'S THINKING JOB

DEFEND

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

EXACT TEKS WORDING

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

Explain your edits.

Tell how you used your foundation skills together.

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

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

~5 min

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

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

""

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

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

(11)(D) · Cumulative Review: Foundations · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, I made the plural subject agree and fixed the spelling of because.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Foundations

SHEET 8 of 36

Slide 7 of 10

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

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **sentences, agreement, collective nouns, and spelling**	"The colonies were united because the whole army was ready." *The plural colonies takes were, the collective noun army takes was, and because is spelled correctly.*

MY OWN EXAMPLE:

Write your own example here.

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

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

~5 min

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

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

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

ANSWER KEY: Student's own example should match the standard, The plural colonies takes were, the collective noun army takes was, and because is spelled correctly.

(11)(D) · Cumulative Review: Foundations · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Foundations

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.

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

~3 min

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

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

▸ *Walk through the answers together and have students self-check and correct: Foundational, “The army were ready.” is a collective-noun agreement error; army takes was. Emergent, “was” agrees with the collective noun colony. Visible, “The colonies were angry because of taxes.” The agreement and the spelling are fixed. Independent, Sample: “The colonists were united because they wanted freedom.” Complete, agrees, and spelled right. Reflective, I made the plural subject agree and fixed the spelling of because.*

ANSWER KEY: “The army were ready.” is a collective-noun agreement error; army takes was. · “was” agrees with the collective noun colony. · “The colonies were angry because of taxes.” The agreement and the spelling are fixed. · Sample: “The colonists were united because they wanted freedom.” Complete, agrees, and spelled right. · I made the plural subject agree and fixed the spelling of because.

(11)(D) · Cumulative Review: Foundations · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Foundations

SHEET 8 of 36

Slide 9 of 10

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

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

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The army were determined, and the colonists had enuff of unfair rule. Now, what change should be made in sentence 1?"

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

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Foundations · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Foundations

SHEET 8 of 36

Slide 10 of 10

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.

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

~2 min

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

"Here's the payoff: the correct answer is A, Change were to was and enuff to enough. The collective noun army takes the singular was, and the high-frequency word enuff should be enough, so both fixes are needed."

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

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

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

ANSWER KEY: A, Change were to was and enuff to enough

(11)(D) · Cumulative Review: Foundations · Sheet 8 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

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

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

~2 min

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

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

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

"This week, our editing focus is past tense of irregular verbs, the standard says: 'edit drafts using standard English conventions, including past tense of irregular verbs.'"

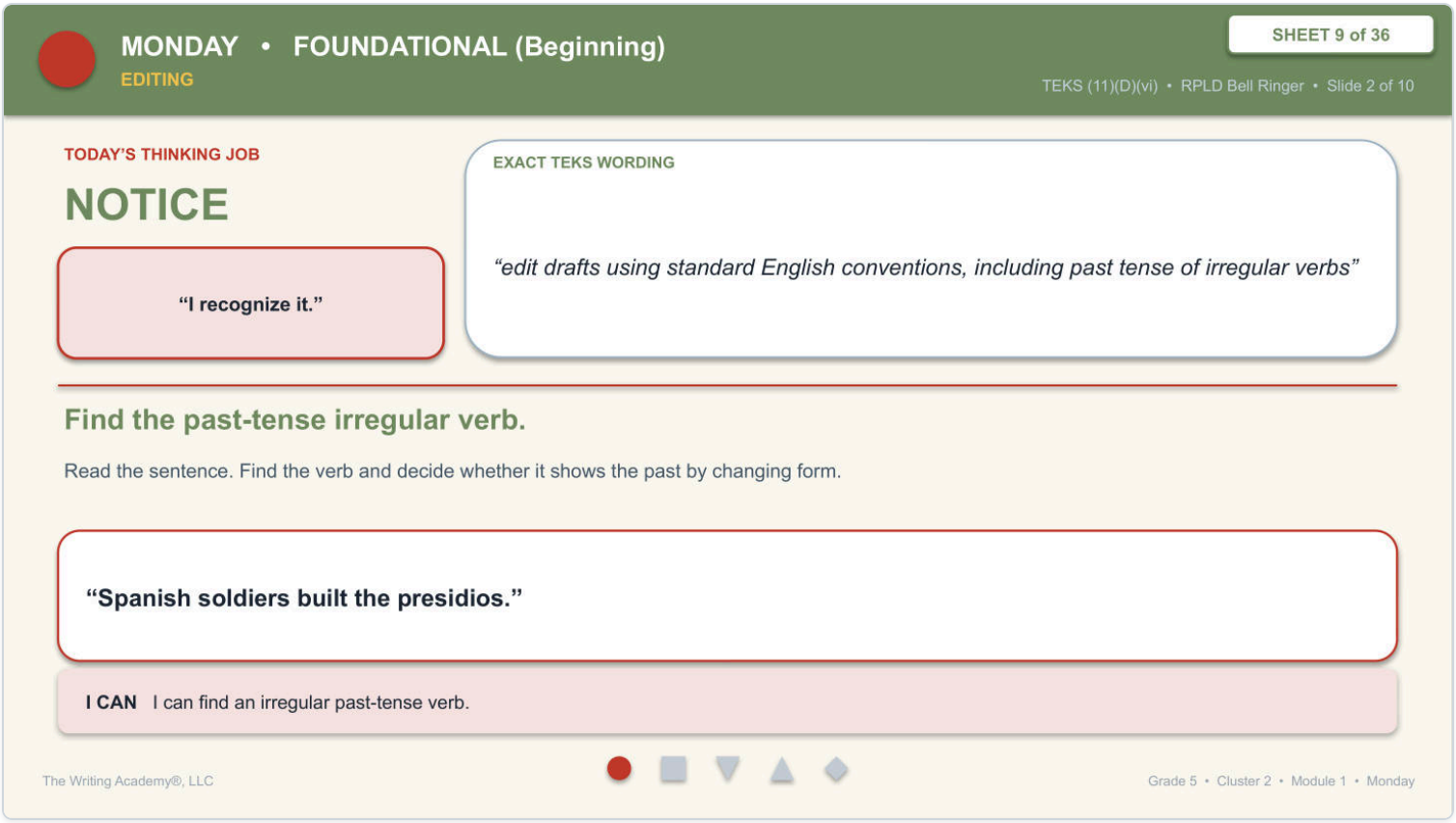
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

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

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

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

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

~2 min

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

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

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

"Read this with me: 'Spanish soldiers built the presidios.'"

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

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

(11)(D)(vi) · Past Tense of Irregular Verbs · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when past tense of irregular verbs is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

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

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 9 of 36

TEKS (11)(D)(vi) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including past tense of irregular verbs"

Choose the correct past form.

Two forms are offered. Choose the correct irregular past tense.

"Spain (beginned / began) to claim land."

I CAN I can choose the correct irregular past-tense verb.



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Grade 5 • Cluster 2 • Module 1 • Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the correct irregular past tense."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Spain (beginned / began) to claim land.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "began" is the correct irregular past of begin.

(11)(D)(vi) · Past Tense of Irregular Verbs · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "began" is the correct irregular past of begin.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

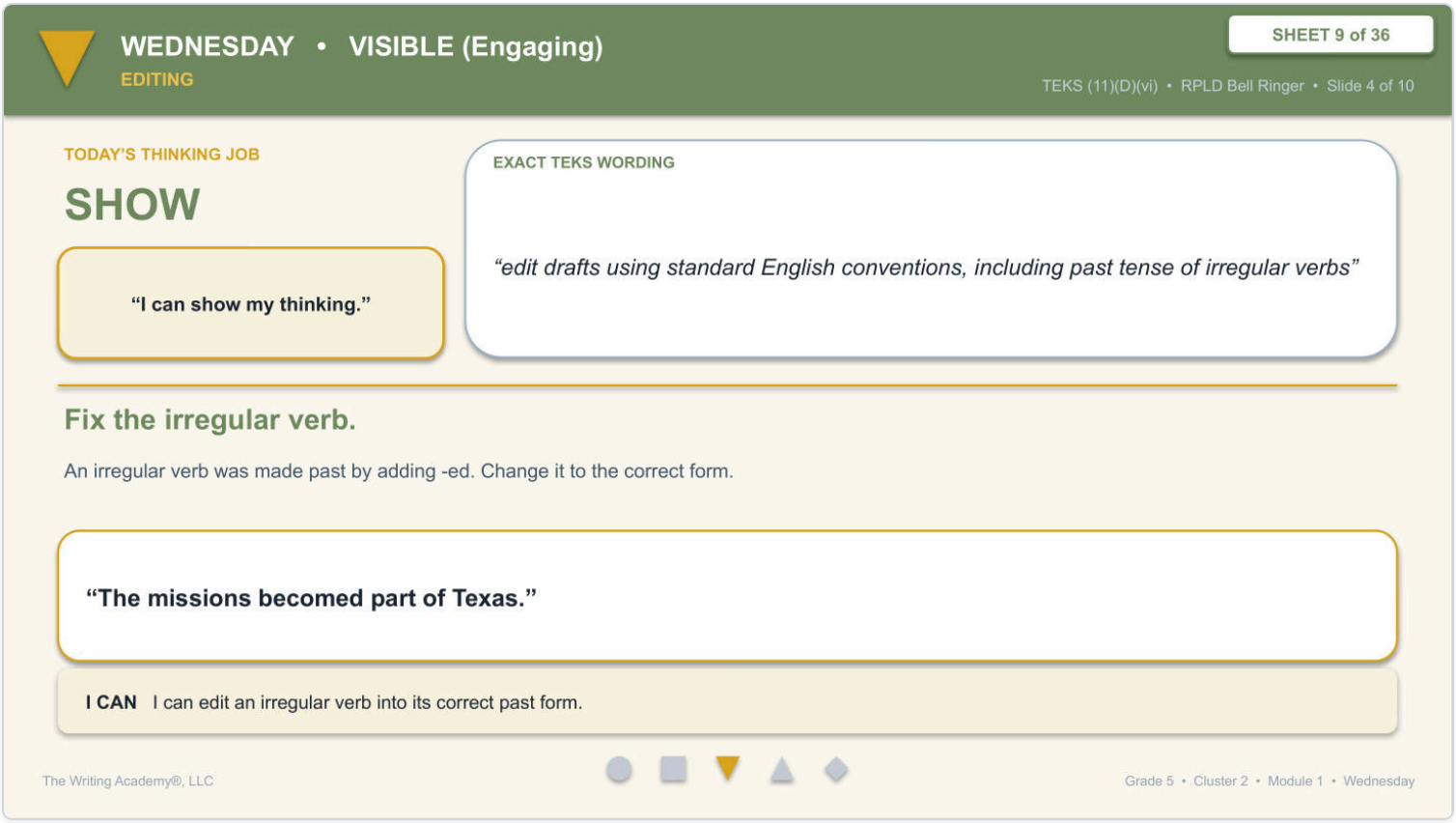
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. An irregular verb was made past by adding -ed. Change it to the correct form."

"Read this with me: 'The missions becomed part of Texas.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The missions became part of Texas." Became is the correct past of become.

(11)(D)(vi) · Past Tense of Irregular Verbs · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The missions became part of Texas." Became is the correct past of become.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

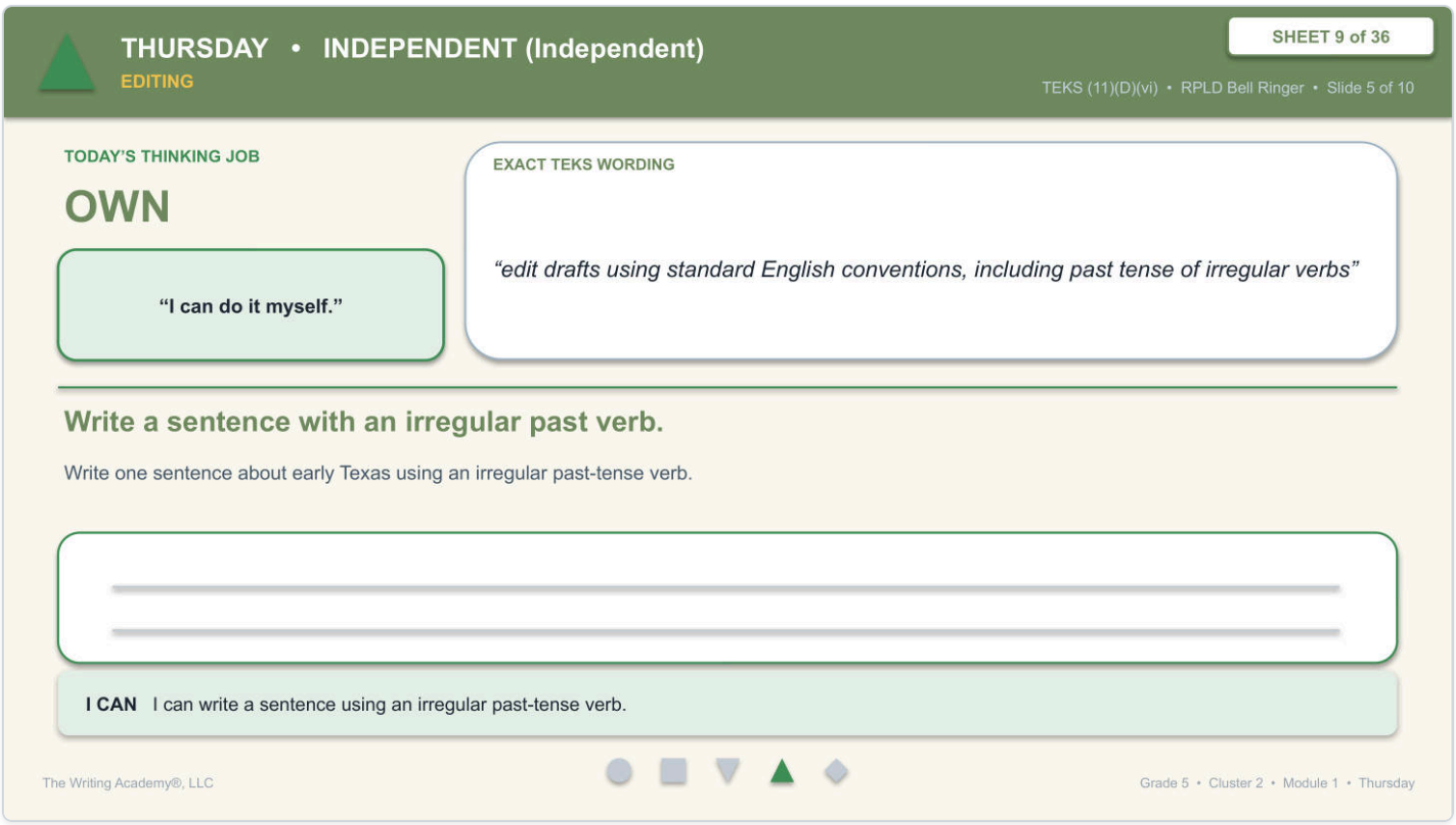
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about early Texas using an irregular past-tense verb."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The Spanish priests taught new lessons at the missions." Taught is the irregular past of teach.

(11)(D)(vi) · Past Tense of Irregular Verbs · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Spanish priests taught new lessons at the missions." Taught is the irregular past of teach.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including past tense of irregular verbs"

Explain why the past form matters.

Tell why the writer used the past tense here.

I CAN I can explain how an irregular past verb keeps my writing clear.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The events happened long ago, so the irregular past form keeps the time correct.

(11)(D)(vi) · Past Tense of Irregular Verbs · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The events happened long ago, so the irregular past form keeps the time correct.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

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YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(vi) • Past Tense of Irregular Verbs

SHEET 9 of 36

Slide 7 of 10

Complete the **past tense of irregular verbs** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(vi) edit drafts using standard English conventions, including **past tense of irregular verbs**	"Spanish soldiers **built** the presidios." *Built is the irregular past of build; it changes form instead of adding -ed.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 9 of 36, and complete the (11)(D)(vi) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Built is the irregular past of build; it changes form instead of adding -ed.

(11)(D)(vi) · Past Tense of Irregular Verbs · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

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ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(vi) • Past Tense of Irregular Verbs

SHEET 9 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The irregular past verb is built; it changes form from build. Emergent, “began” is the correct irregular past of begin. Visible, “The missions became part of Texas.” Became is the correct past of become. Independent, Sample: “The Spanish priests taught new lessons at the missions.” Taught is the irregular past of teach. Reflective, The events happened long ago, so the irregular past form keeps the time correct.*

ANSWER KEY: The irregular past verb is built; it changes form from build. · “began” is the correct irregular past of begin. · “The missions became part of Texas.” Became is the correct past of become. · Sample: “The Spanish priests taught new lessons at the missions.” Taught is the irregular past of teach. · The events happened long ago, so the irregular past form keeps the time correct.

(11)(D)(vi) · Past Tense of Irregular Verbs · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(vi) • Past Tense of Irregular Verbs

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Spanish soldiers builded presidios to protect the missions. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

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SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(vi) • Past Tense of Irregular Verbs

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change builded to built. Build is irregular, so its past tense is built, not builded."

▸ *Walk through why the other choices are traps.*

"Soldiers is a correct plural. Missions is a correct plural. There is an error to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change builded to built

(11)(D)(vi) · Past Tense of Irregular Verbs · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including adjectives, including their comparative forms"

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **comparative adjective** to compare **two** things.
Most comparatives add **-er**, or use **more** for longer words: **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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Comparative Adjectives

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is comparative adjectives, the standard says: 'edit drafts using standard English conventions, including adjectives, including their comparative forms.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: comparative adjectives, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Comparative Adjectives slide deck · student Editing Tracking Sheets · highlighters/pencils.

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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."

I CAN I can find a comparative adjective in a sentence.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the comparative adjective. Read the sentence. Find the adjective that compares two things."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The presidio was stronger than the mission.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The comparative adjective is stronger; it compares two settlements.

(11)(D)(viii) · Comparative Adjectives · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The comparative adjective is stronger; it compares two settlements.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "comparative adjectives" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when comparative adjectives is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 10 of 36

TEKS (11)(D)(viii) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the correct comparative."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The fort was (more larger / larger) than the settlement.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "larger" is correct; more larger uses two comparatives at once.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "larger" is correct; more larger uses two comparatives at once.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

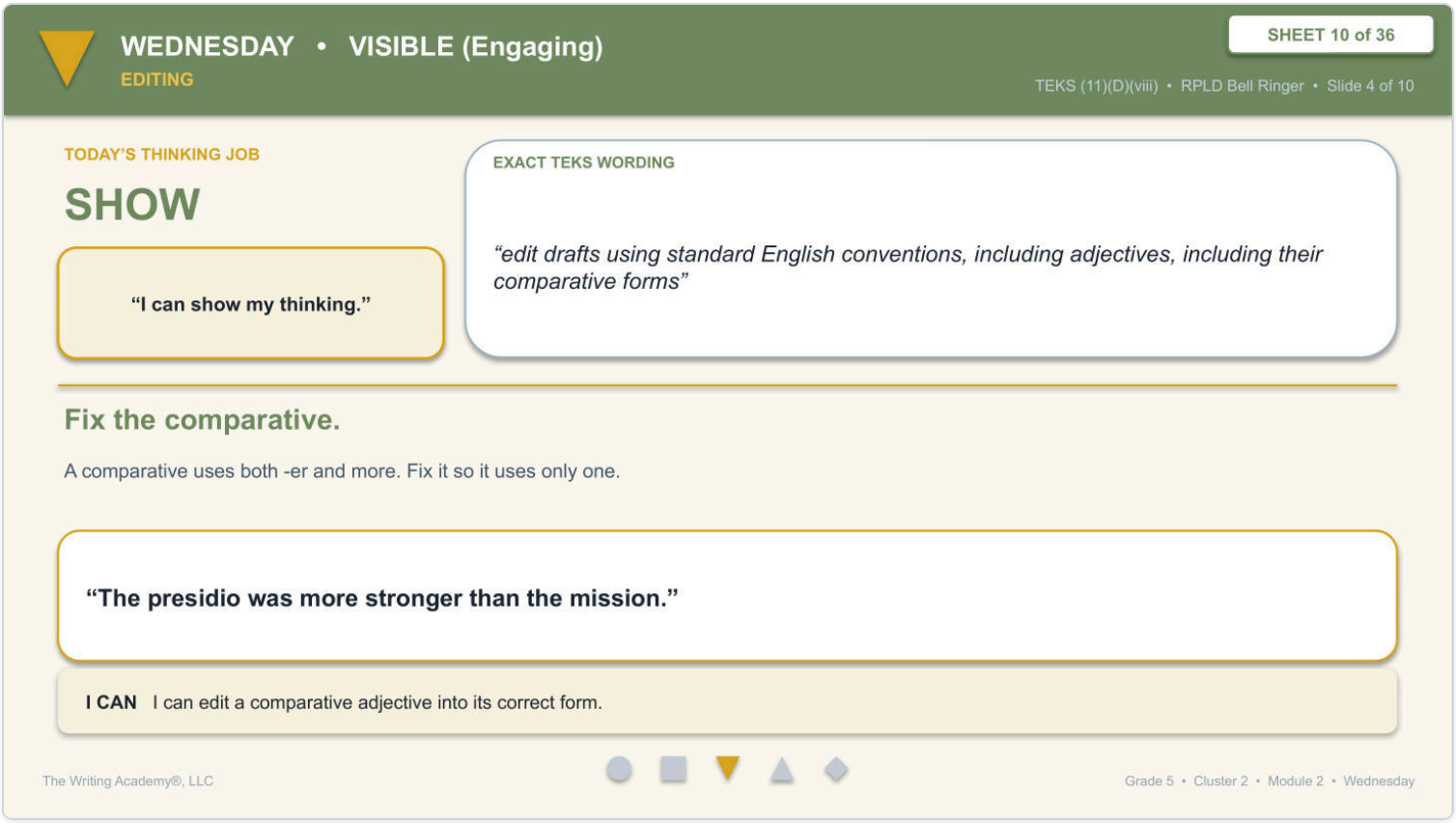
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A comparative uses both -er and more. Fix it so it uses only one."

"Read this with me: 'The presidio was more stronger than the mission.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The presidio was stronger than the mission." Stronger uses -er only, not more.

(11)(D)(viii) · Comparative Adjectives · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The presidio was stronger than the mission." Stronger uses -er only, not more.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

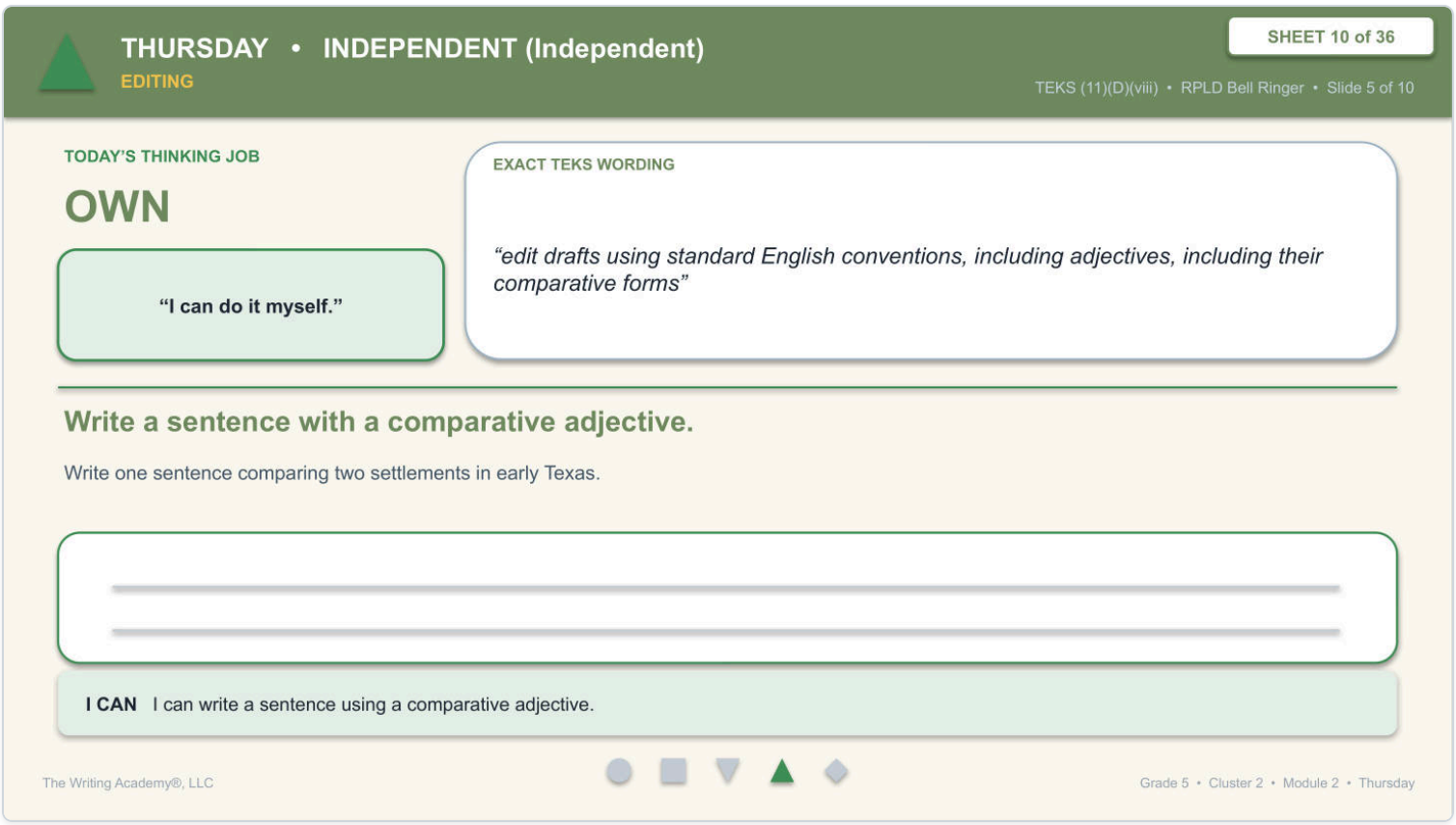
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence comparing two settlements in early Texas."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The presidio was safer than the open land." Safer is a comparative adjective.

(11)(D)(viii) · Comparative Adjectives · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The presidio was safer than the open land." Safer is a comparative adjective.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

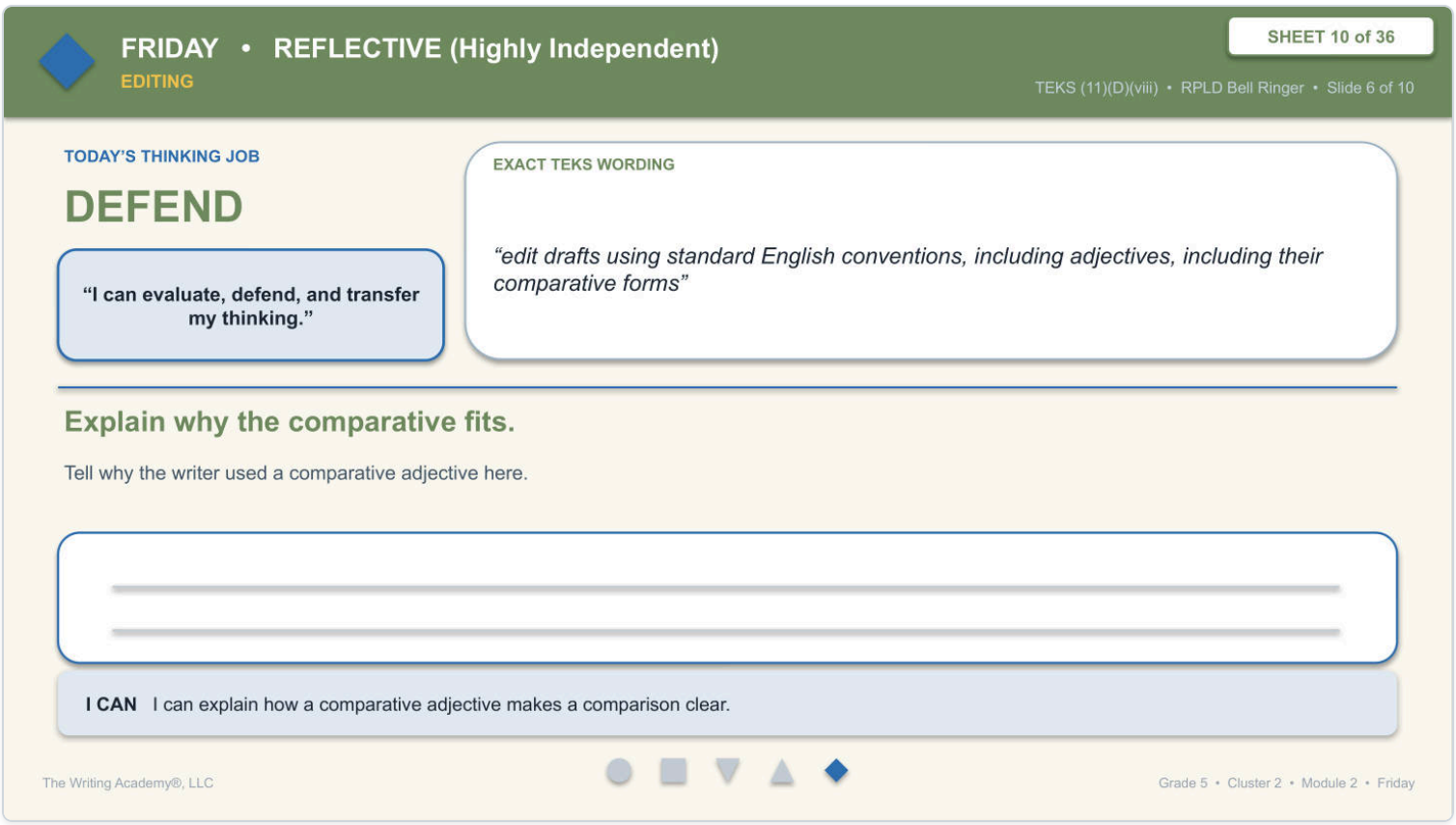
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The sentence compares two settlements, so the comparative form shows which has more of a quality.

(11)(D)(viii) · Comparative Adjectives · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The sentence compares two settlements, so the comparative form shows which has more of a quality.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(viii) • Comparative Adjectives

SHEET 10 of 36

Slide 7 of 10

Complete the **comparative adjectives** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(viii) edit drafts using standard English conventions, including **adjectives, including their comparative forms**	"The presidio was **stronger** than the mission." *Stronger is a comparative adjective; it compares two settlements with -er.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 10 of 36, and complete the (11)(D)(viii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Stronger is a comparative adjective; it compares two settlements with -er.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(viii) • Comparative Adjectives

SHEET 10 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The comparative adjective is stronger; it compares two settlements. Emergent, “larger” is correct; more larger uses two comparatives at once. Visible, “The presidio was stronger than the mission.” Stronger uses -er only, not more. Independent, Sample: “The presidio was safer than the open land.” Safer is a comparative adjective. Reflective, The sentence compares two settlements, so the comparative form shows which has more of a quality.*

ANSWER KEY: The comparative adjective is stronger; it compares two settlements. · “larger” is correct; more larger uses two comparatives at once. · “The presidio was stronger than the mission.” Stronger uses -er only, not more. · Sample: “The presidio was safer than the open land.” Safer is a comparative adjective. · The sentence compares two settlements, so the comparative form shows which has more of a quality.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(viii) • Comparative Adjectives

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The presidio was more stronger than the small mission. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(viii) • Comparative Adjectives

SHEET 10 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change more stronger to stronger. A comparative uses either -er or more, not both, so stronger is correct, not more stronger."

▸ *Walk through why the other choices are 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."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change more stronger to stronger

(11)(D)(viii) · Comparative Adjectives · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including adjectives, including their superlative forms"

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **superlative adjective** to compare **three or more** things. Most superlatives add **-est**, or use **most** for longer words: **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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Superlative Adjectives

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

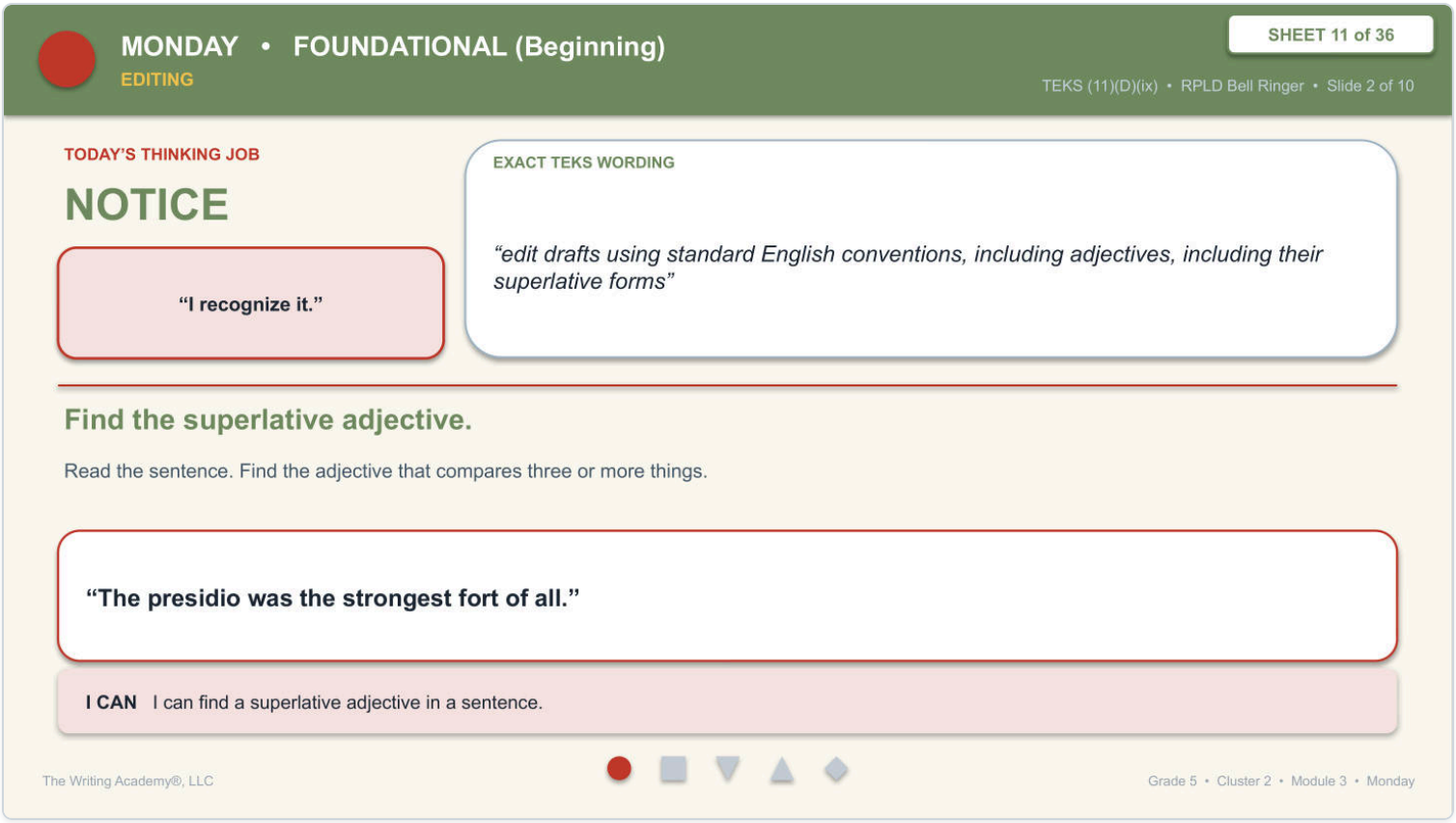
"This week, our editing focus is superlative adjectives, the standard says: 'edit drafts using standard English conventions, including adjectives, including their superlative forms.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: superlative adjectives, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Superlative Adjectives slide deck · student Editing Tracking Sheets · highlighters/pencils.



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the superlative adjective. Read the sentence. Find the adjective that compares three or more things."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The presidio was the strongest fort of all.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The superlative adjective is strongest; it compares three or more forts.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The superlative adjective is strongest; it compares three or more forts.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "superlative adjectives" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when superlative adjectives is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 11 of 36

TEKS (11)(D)(ix) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the correct superlative."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'It was the (most largest / largest) mission of all.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "largest" is correct; most largest uses two superlatives at once.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "largest" is correct; most largest uses two superlatives at once.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including adjectives, including their superlative forms"

Fix the superlative.

A comparative form is used where a superlative is needed. Fix it.

"This was the larger mission of all."

I CAN I can edit an adjective into its superlative form.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A comparative form is used where a superlative is needed. Fix it."

"Read this with me: 'This was the larger mission of all.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "This was the largest mission of all." Of all signals the superlative largest.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "This was the largest mission of all." Of all signals the superlative largest.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

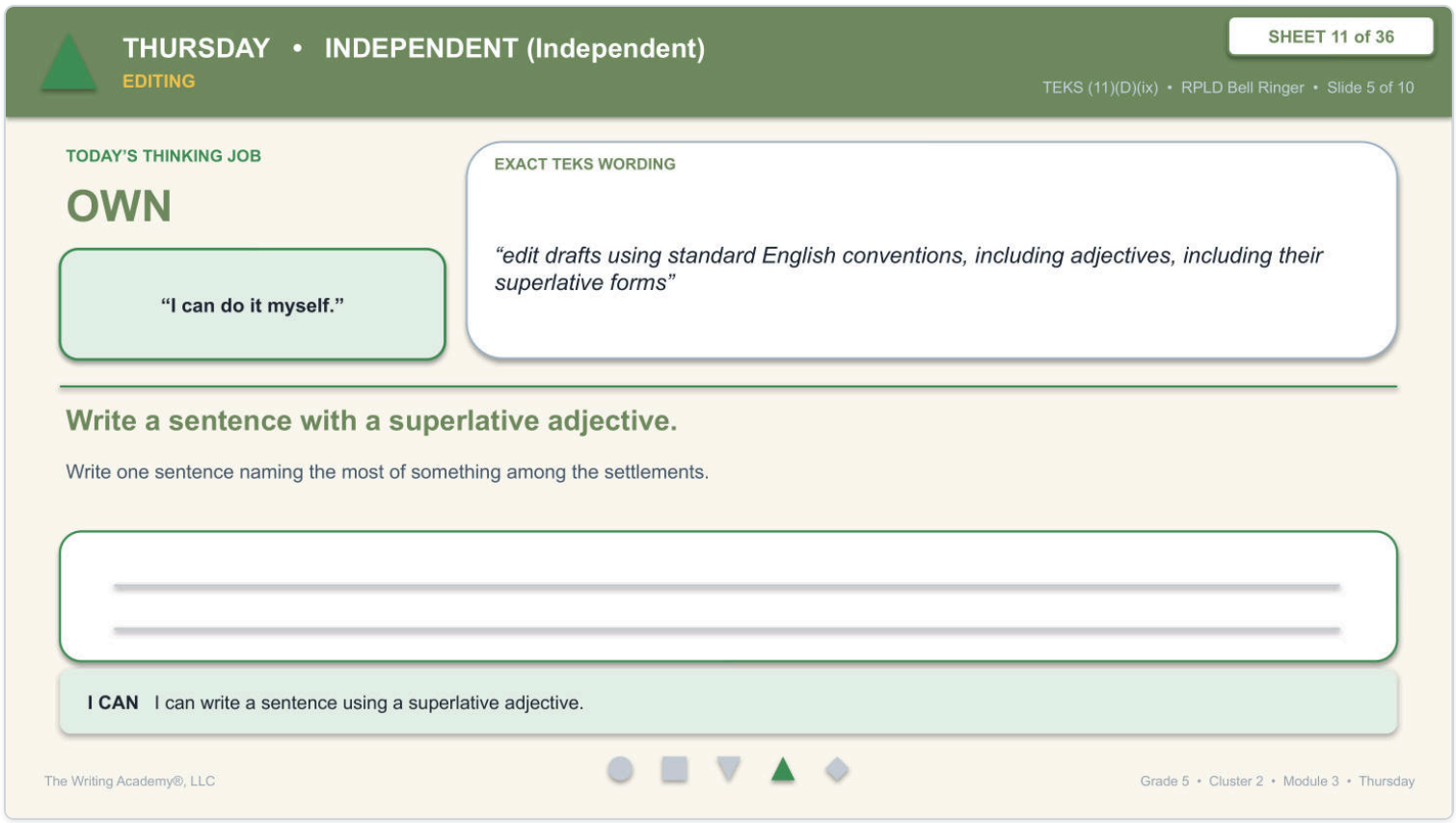
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence naming the most of something among the settlements."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "San Antonio grew into the most important settlement of all." Most important is a superlative.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "San Antonio grew into the most important settlement of all." Most important is a superlative.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

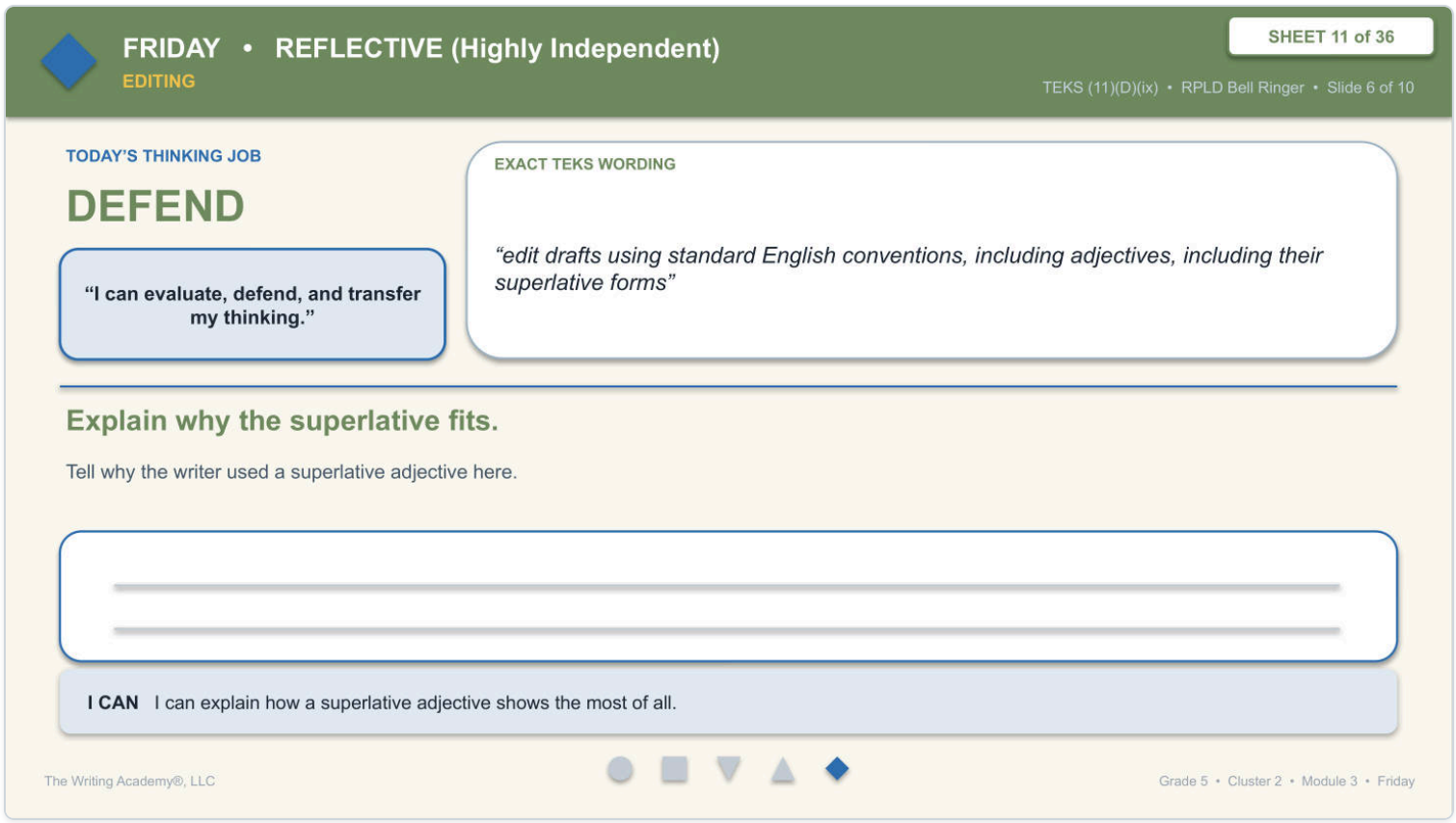
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The words of all compare more than two, so the superlative shows which is at the very top.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The words of all compare more than two, so the superlative shows which is at the very top.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(ix) • Superlative Adjectives

SHEET 11 of 36

Slide 7 of 10

Complete the **superlative adjectives** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ix) edit drafts using standard English conventions, including **adjectives, including their superlative forms**	"The presidio was the **strongest** fort of all." *Strongest is a superlative adjective; of all compares more than two.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 11 of 36, and complete the (11)(D)(ix) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Strongest is a superlative adjective; of all compares more than two.

(11)(D)(ix) · Superlative Adjectives · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(ix) • Superlative Adjectives

SHEET 11 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The superlative adjective is strongest; it compares three or more forts. Emergent, “largest” is correct; most largest uses two superlatives at once. Visible, “This was the largest mission of all.” Of all signals the superlative largest. Independent, Sample: “San Antonio grew into the most important settlement of all.” Most important is a superlative. Reflective, The words of all compare more than two, so the superlative shows which is at the very top.*

ANSWER KEY: The superlative adjective is strongest; it compares three or more forts. · “largest” is correct; most largest uses two superlatives at once. · “This was the largest mission of all.” Of all signals the superlative largest. · Sample: “San Antonio grew into the most important settlement of all.” Most important is a superlative. · The words of all compare more than two, so the superlative shows which is at the very top.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(ix) • Superlative Adjectives

SHEET 11 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The San Antonio mission was the larger of all the settlements. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(ix) • Superlative Adjectives

SHEET 11 of 36

Slide 10 of 10

Correct answer: A Change larger to largest

WHY THIS IS CORRECT

The words of all compare more than two, so the superlative largest is needed, not the comparative larger.

WHY THE OTHER CHOICES ARE EDITORIAL TRAPS

Mission names one and is correct. Settlements is a correct plural. There is an error to fix, so Make no change is wrong.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change larger to largest. The words of all compare more than two, so the superlative largest is needed, not the comparative larger."

▸ *Walk through why the other choices are traps.*

"Mission names one and is correct. Settlements is a correct plural. There is an error to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change larger to largest

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Spelling: Grade-Appropriate Patterns

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is spelling: grade-appropriate patterns, the standard says: 'edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: spelling: grade-appropriate patterns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Spelling: Grade-Appropriate Patterns slide deck · student Editing Tracking Sheets · highlighters/pencils.

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MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 12 of 36

TEKS (11)(D)(xxvii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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."

I CAN I can find a word that uses a spelling pattern.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the pattern word. Read the sentence. Find a longer word and name its spelling pattern."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The mission taught the settlers.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The pattern word is mission; it uses the -sion ending.

(11)(D)(xxvii) · Spelling: Grade-Appropriate Patterns · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The pattern word is mission; it uses the -sion ending.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling: grade-appropriate patterns" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling: grade-appropriate patterns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 12 of 36

TEKS (11)(D)(xxvii) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the one that follows the pattern."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The presidios gave (protecshun / protection).'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "protection" is the correct spelling of the -tion pattern word.

(11)(D)(xxvii) · Spelling: Grade-Appropriate Patterns · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "protection" is the correct spelling of the -tion pattern word.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

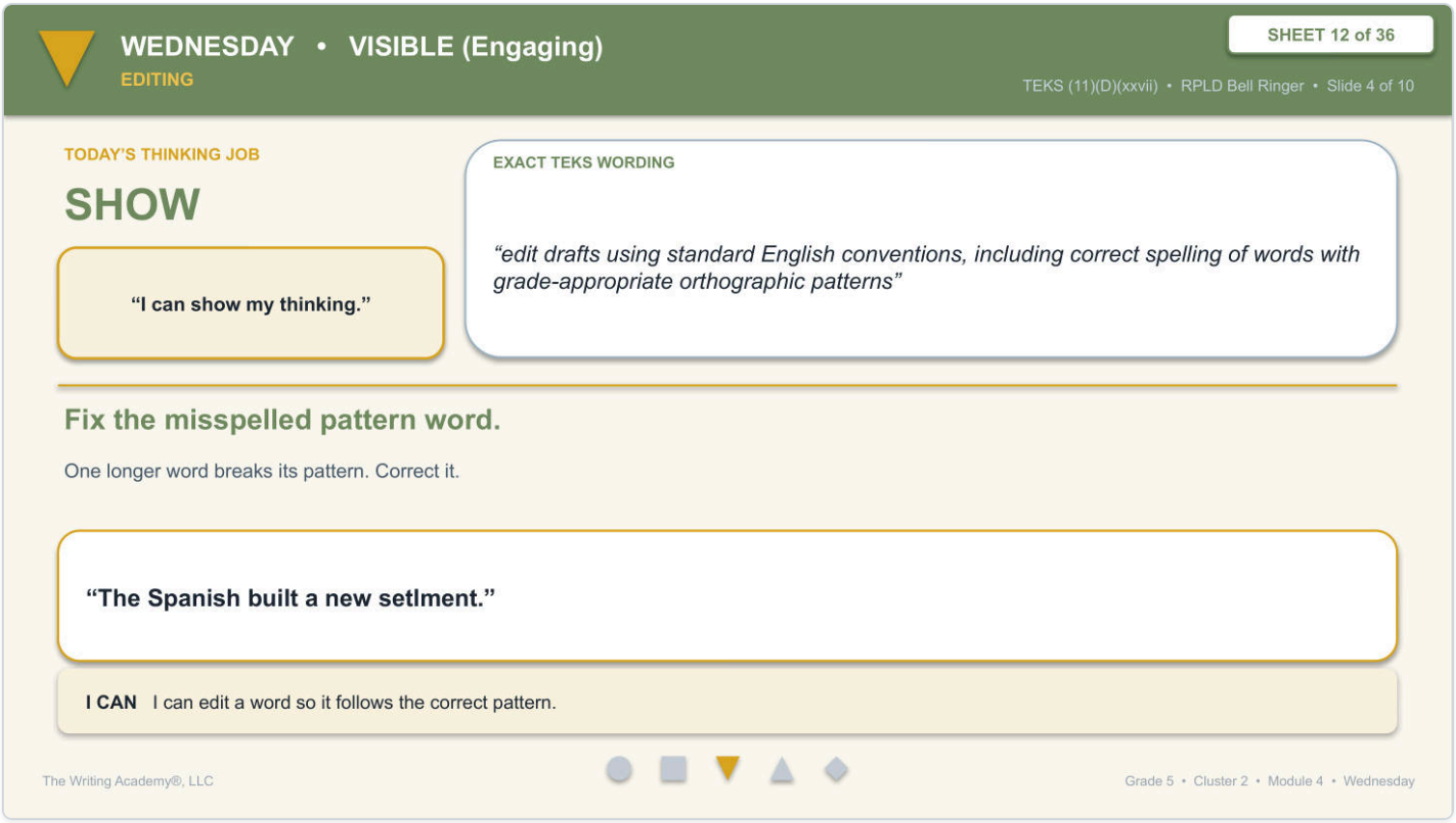
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. One longer word breaks its pattern. Correct it."

"Read this with me: 'The Spanish built a new setlment.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The Spanish built a new settlement." Settlement uses the -ment pattern spelled correctly.

(11)(D)(xxvii) · Spelling: Grade-Appropriate Patterns · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The Spanish built a new settlement." Settlement uses the -ment pattern spelled correctly.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

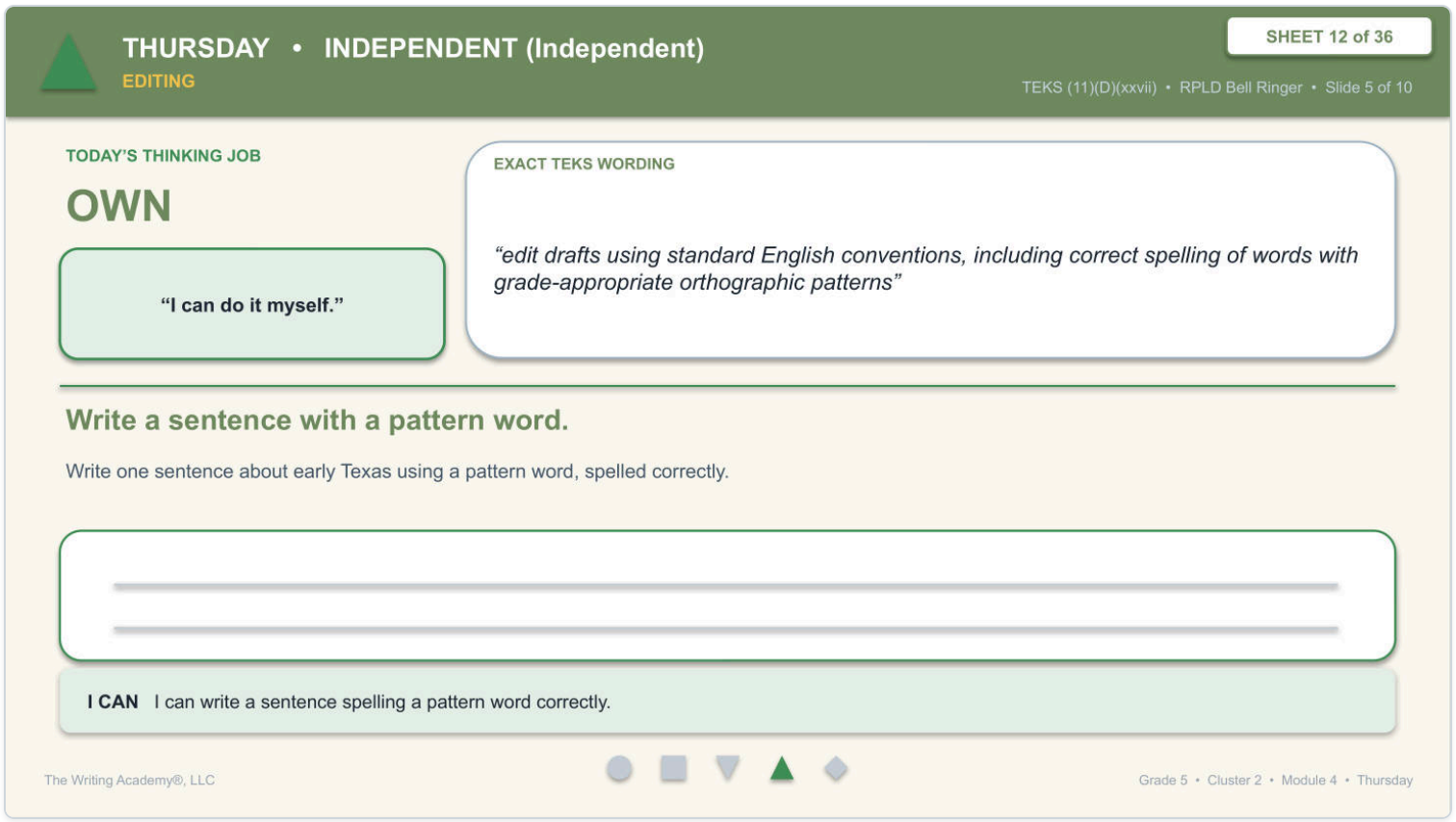
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about early Texas using a pattern word, spelled correctly."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The Catholic religion spread through the missions." Religion uses the -ion pattern.

(11)(D)(xxvii) · Spelling: Grade-Appropriate Patterns · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Catholic religion spread through the missions." Religion uses the -ion pattern.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

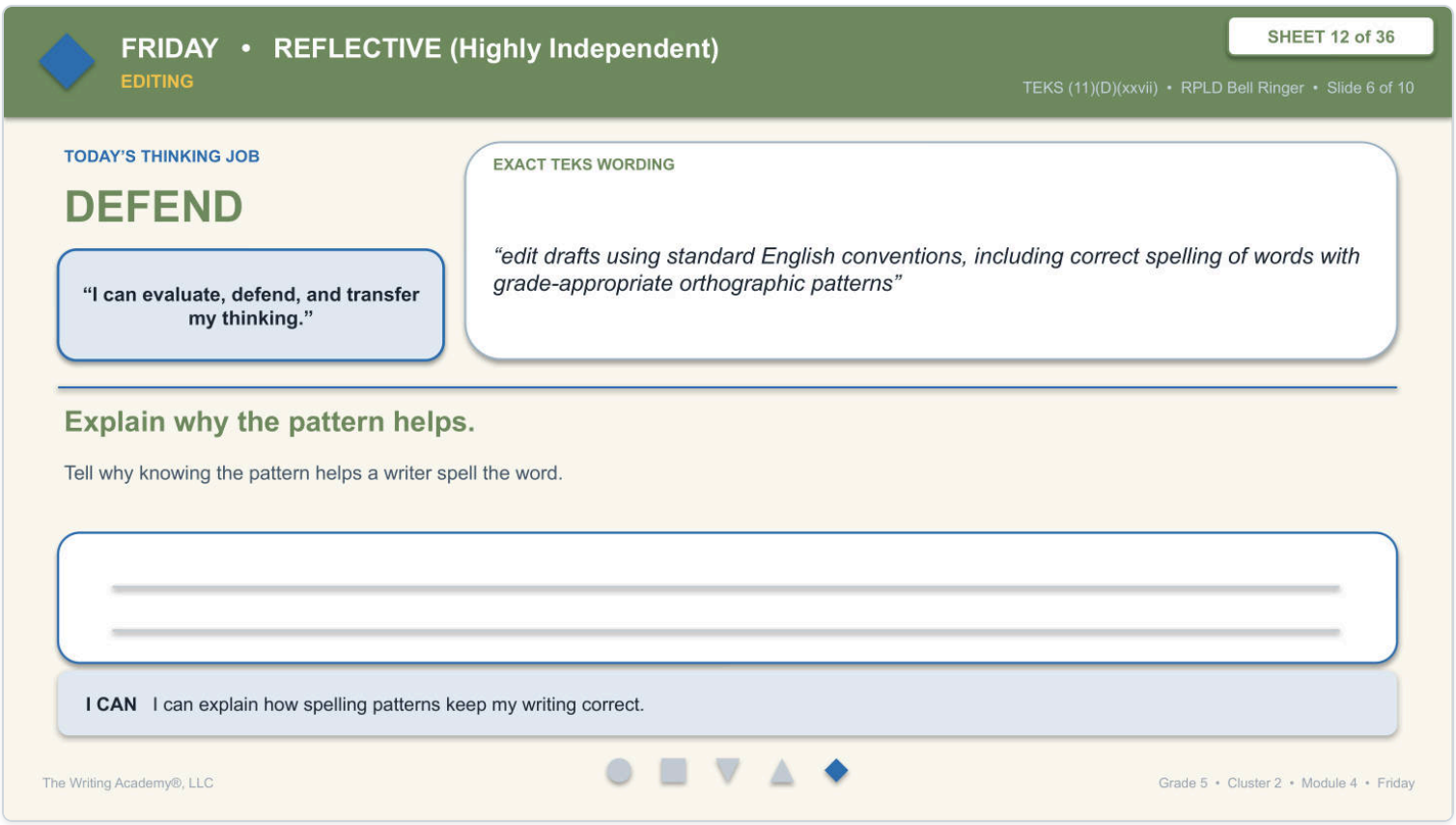
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The ending is spelled the same in many words, so the pattern makes the word easy to spell.

(11)(D)(xxvii) · Spelling: Grade-Appropriate Patterns · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The ending is spelled the same in many words, so the pattern makes the word easy to spell.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxvii) • Spelling: Grade-Appropriate Patterns

SHEET 12 of 36

Slide 7 of 10

Complete the **spelling with grade-appropriate patterns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxvii) edit drafts using standard English conventions, including **correct spelling of words with grade-appropriate orthographic patterns**	"The **mission** taught the settlers." *Mission uses the -sion pattern and is spelled correctly.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 12 of 36, and complete the (11)(D)(xxvii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Mission uses the -sion pattern and is spelled correctly.

(11)(D)(xxvii) · Spelling: Grade-Appropriate Patterns · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxvii) • Spelling: Grade-Appropriate Patterns

SHEET 12 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The pattern word is mission; it uses the -sion ending. Emergent, “protection” is the correct spelling of the -tion pattern word. Visible, “The Spanish built a new settlement.” Settlement uses the -ment pattern spelled correctly. Independent, Sample: “The Catholic religion spread through the missions.” Religion uses the -ion pattern. Reflective, The ending is spelled the same in many words, so the pattern makes the word easy to spell.*

ANSWER KEY: The pattern word is mission; it uses the -sion ending. · “protection” is the correct spelling of the -tion pattern word. · “The Spanish built a new settlement.” Settlement uses the -ment pattern spelled correctly. · Sample: “The Catholic religion spread through the missions.” Religion uses the -ion pattern. · The ending is spelled the same in many words, so the pattern makes the word easy to spell.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxvii) • Spelling: Grade-Appropriate Patterns

SHEET 12 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The presidios gave protecshun to the nearby missions. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxvii) • Spelling: Grade-Appropriate Patterns

SHEET 12 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change protecshun to protection. The -tion pattern word is spelled protection, not protecshun."

▸ *Walk through why the other choices are traps.*

"Presidios is a correct plural. Missions is a correct plural. There is a spelling error, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change protecshun to protection

(11)(D)(xxvii) · Spelling: Grade-Appropriate Patterns · Sheet 12 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including prepositions"

WHAT DOES THIS MEAN TO ME?

When I edit, I use a **preposition** to show a **relationship**, such as where, when, or how.
Common prepositions include **in**, **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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Prepositions

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is prepositions, the standard says: 'edit drafts using standard English conventions, including prepositions.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: prepositions, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Prepositions slide deck · student Editing Tracking Sheets · highlighters/pencils.

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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."

I CAN I can find a preposition in a sentence.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the preposition. Read the sentence. Find the word that shows a relationship of place, time, or manner."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Soldiers cannot stay inside your home.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The preposition is inside; it shows where the soldiers cannot stay.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The preposition is inside; it shows where the soldiers cannot stay.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "prepositions" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when prepositions is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 13 of 36

TEKS (11)(D)(xi) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.



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Grade 5 • Cluster 3 • Module 1 • Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two prepositions are offered. Choose the one that makes the meaning correct."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'No searches happen (in / without) a case.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "without" is correct; a search cannot happen without a case.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "without" is correct; a search cannot happen without a case.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

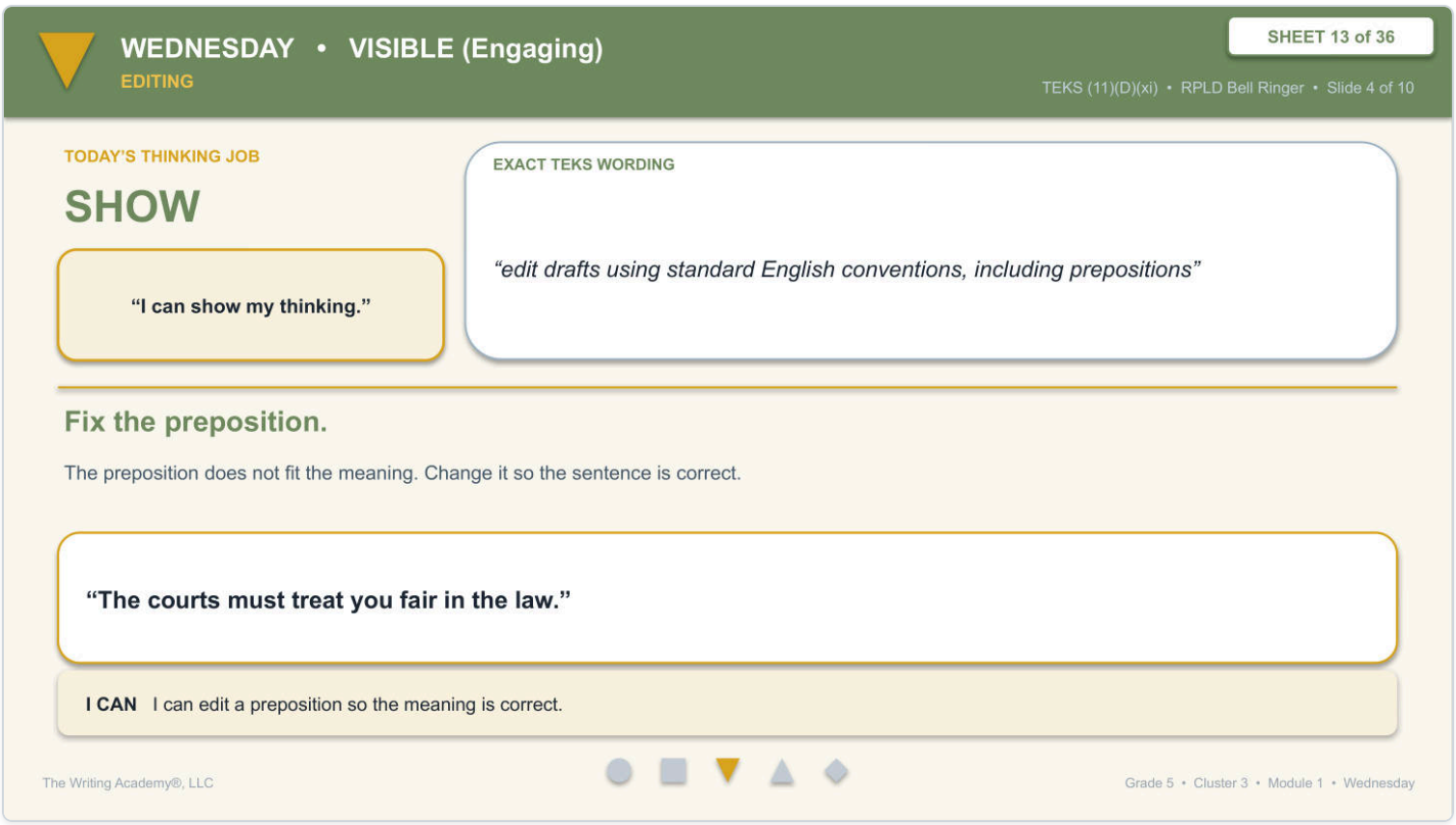
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The preposition does not fit the meaning. Change it so the sentence is correct."

"Read this with me: 'The courts must treat you fair in the law.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The courts must treat you fair under the law." Under correctly shows the relationship.

(11)(D)(xi) · Prepositions · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The courts must treat you fair under the law." Under correctly shows the relationship.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

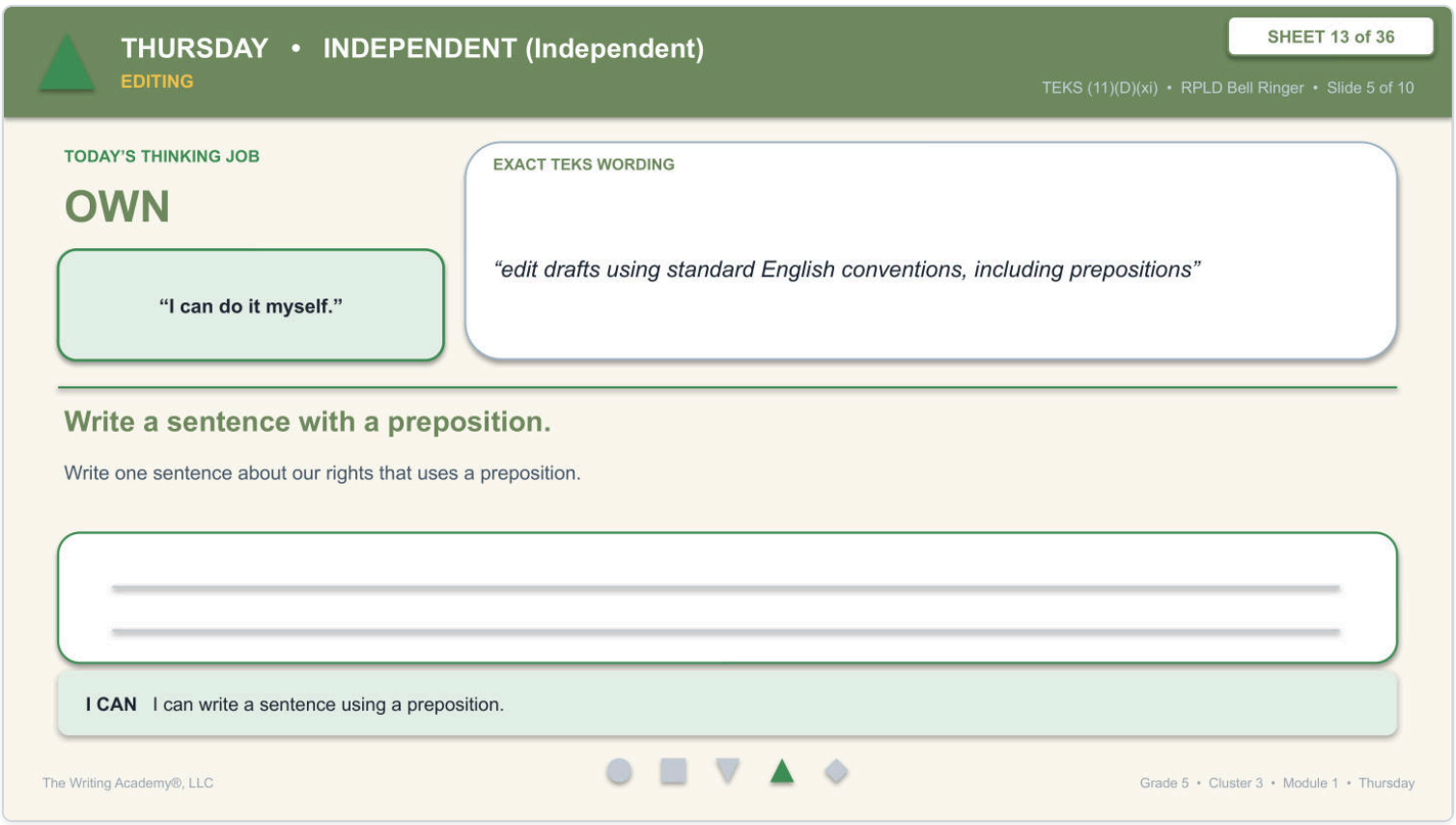
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about our rights that uses a preposition."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The Bill of Rights protects freedom of speech." Of shows the relationship.

(11)(D)(xi) · Prepositions · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Bill of Rights protects freedom of speech." Of shows the relationship.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositions"

Explain why the preposition fits.

Tell why the writer used that preposition.

I CAN I can explain how a preposition makes a relationship clear.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The word without shows a search cannot happen unless there is a case, so it is the correct preposition.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The word without shows a search cannot happen unless there is a case, so it is the correct preposition.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xi) • Prepositions

SHEET 13 of 36

Slide 7 of 10

Complete the **prepositions** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xi) edit drafts using standard English conventions, including **prepositions**	"Soldiers cannot stay **inside** your home." *Inside is a preposition; it shows where the soldiers cannot stay.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 13 of 36, and complete the (11)(D)(xi) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Inside is a preposition; it shows where the soldiers cannot stay.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

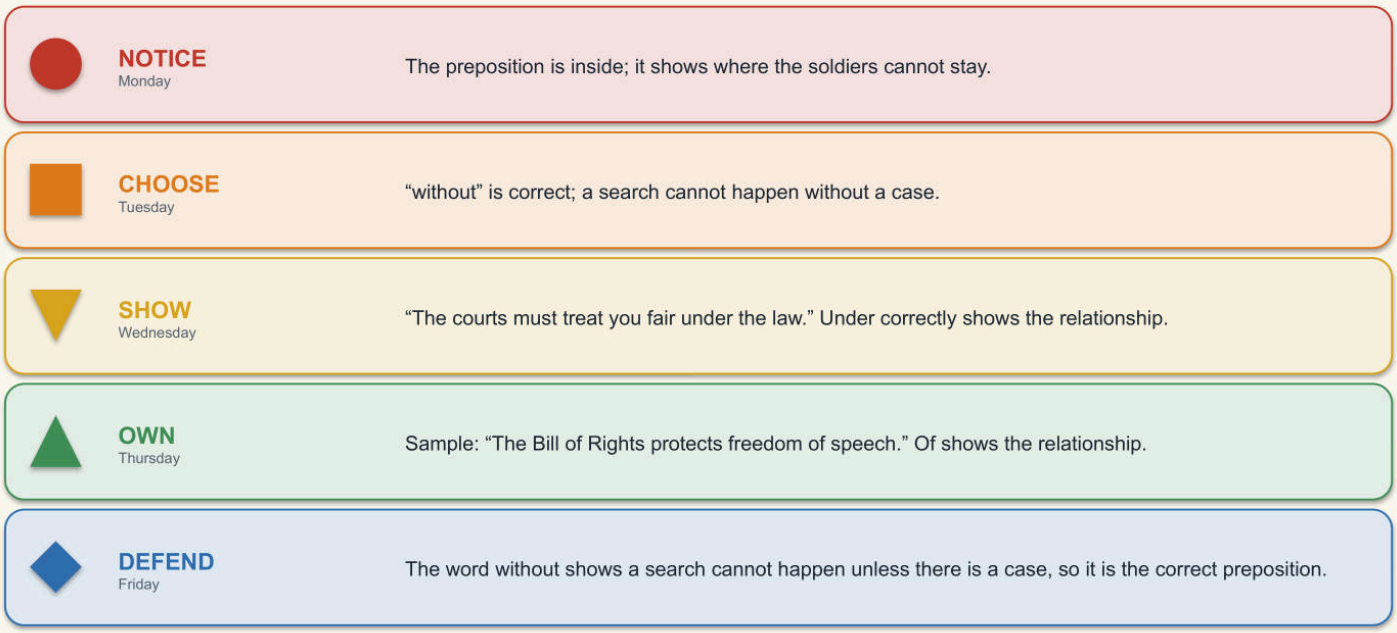
The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xi) • Prepositions



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⏱ ~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The preposition is inside; it shows where the soldiers cannot stay. Emergent, “without” is correct; a search cannot happen without a case. Visible, “The courts must treat you fair under the law.” Under correctly shows the relationship. Independent, Sample: “The Bill of Rights protects freedom of speech.” Of shows the relationship. Reflective, The word without shows a search cannot happen unless there is a case, so it is the correct preposition.*

ANSWER KEY: The preposition is inside; it shows where the soldiers cannot stay. · “without” is correct; a search cannot happen without a case. · “The courts must treat you fair under the law.” Under correctly shows the relationship. · Sample: “The Bill of Rights protects freedom of speech.” Of shows the relationship. · The word without shows a search cannot happen unless there is a case, so it is the correct preposition.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xi) • Prepositions

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The Third Amendment says soldiers cannot stay on your home. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

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SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xi) • Prepositions

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change on to inside. The correct preposition is inside, which shows soldiers cannot stay within your home."

▸ *Walk through why the other choices are traps.*

"Soldiers is a correct plural. Says agrees with the singular subject Amendment. The preposition is wrong, so Make no change is not right."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change on to inside

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Prepositional Phrases

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

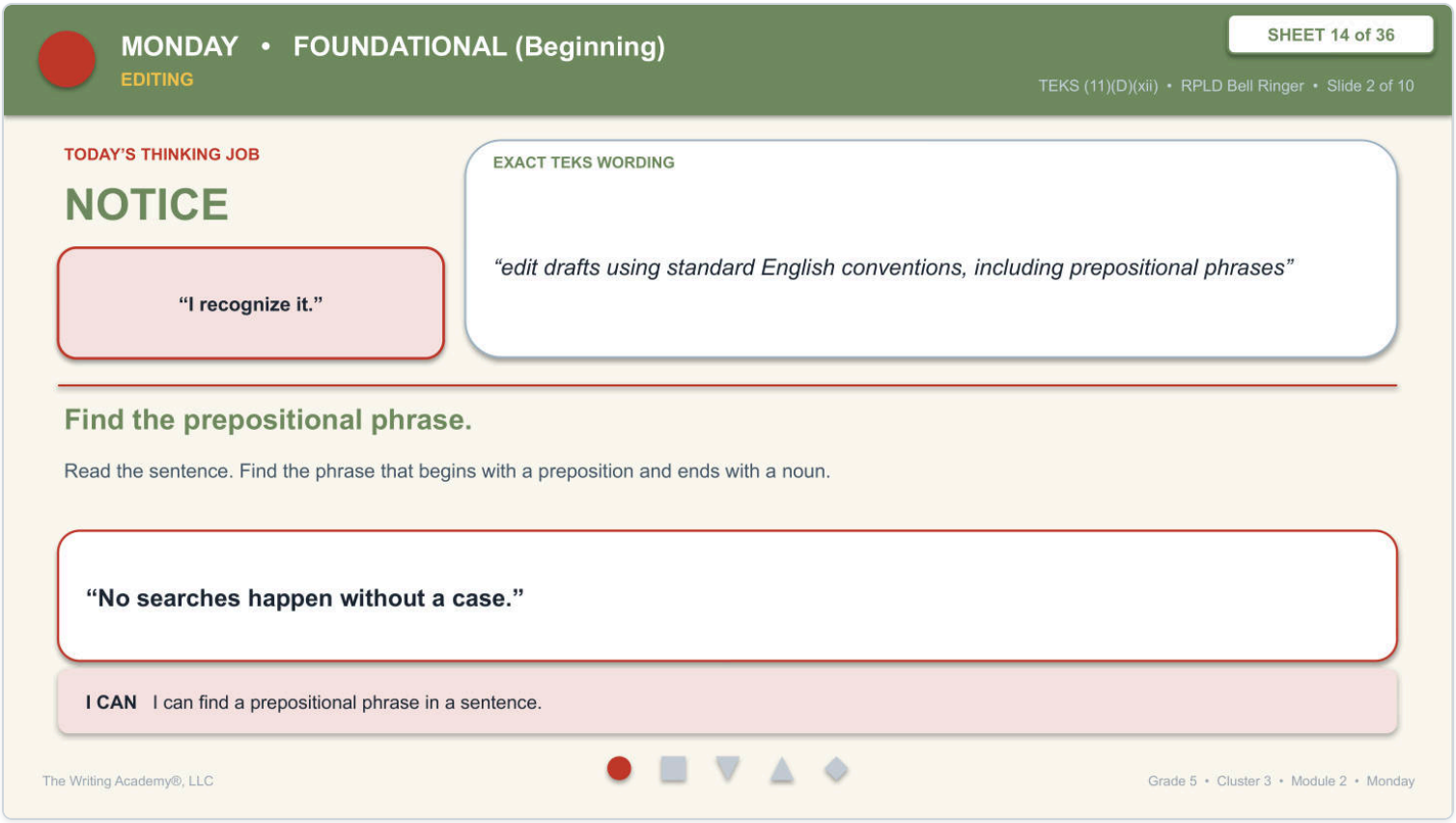
"This week, our editing focus is prepositional phrases, the standard says: 'edit drafts using standard English conventions, including prepositional phrases.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: prepositional phrases, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Prepositional Phrases slide deck · student Editing Tracking Sheets · highlighters/pencils.



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the prepositional phrase. Read the sentence. Find the phrase that begins with a preposition and ends with a noun."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'No searches happen without a case.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The prepositional phrase is without a case; it begins with a preposition and ends with a noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The prepositional phrase is without a case; it begins with a preposition and ends with a noun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "prepositional phrases" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when prepositional phrases is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Choose the complete phrase.

Two choices are offered. Choose the one that is a complete prepositional phrase.

"You can practice religion (of / of any kind)."

I CAN I can choose a complete prepositional phrase.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two choices are offered. Choose the one that is a complete prepositional phrase."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'You can practice religion (of / of any kind).'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "of any kind" is the complete phrase; of alone has no noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "of any kind" is the complete phrase; of alone has no noun.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including prepositional phrases"

Fix the fragment.

A prepositional phrase is written as its own sentence. Join it to the full idea.

"A jury will listen. In every trial."

I CAN I can edit a prepositional phrase so it is not a fragment.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A prepositional phrase is written as its own sentence. Join it to the full idea."

"Read this with me: 'A jury will listen. In every trial.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "A jury will listen in every trial." The phrase in every trial joins the full idea.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "A jury will listen in every trial." The phrase in every trial joins the full idea.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

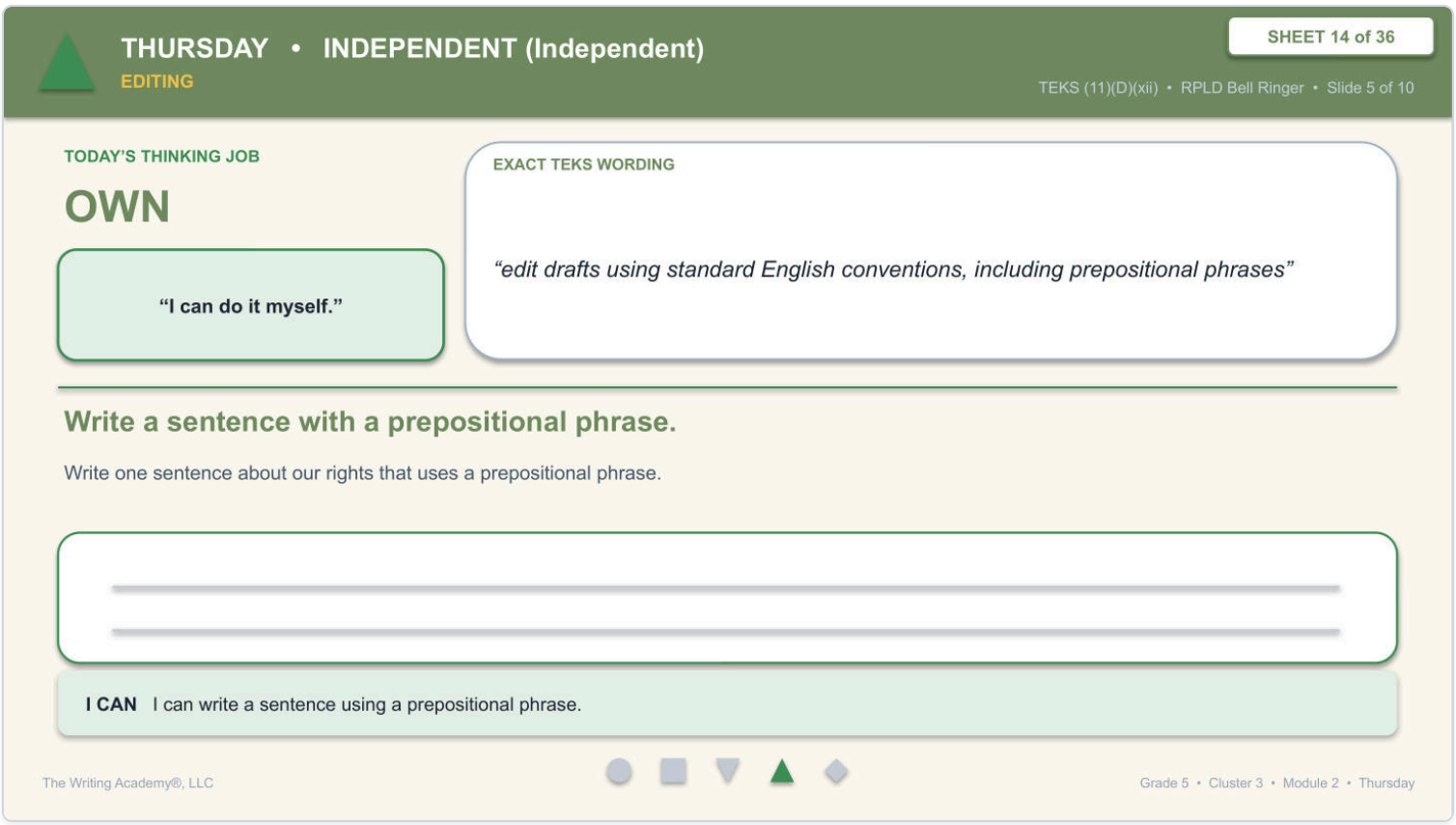
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about our rights that uses a prepositional phrase."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The courts follow the law with proper care." With proper care is a prepositional phrase.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The courts follow the law with proper care." With proper care is a prepositional phrase.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

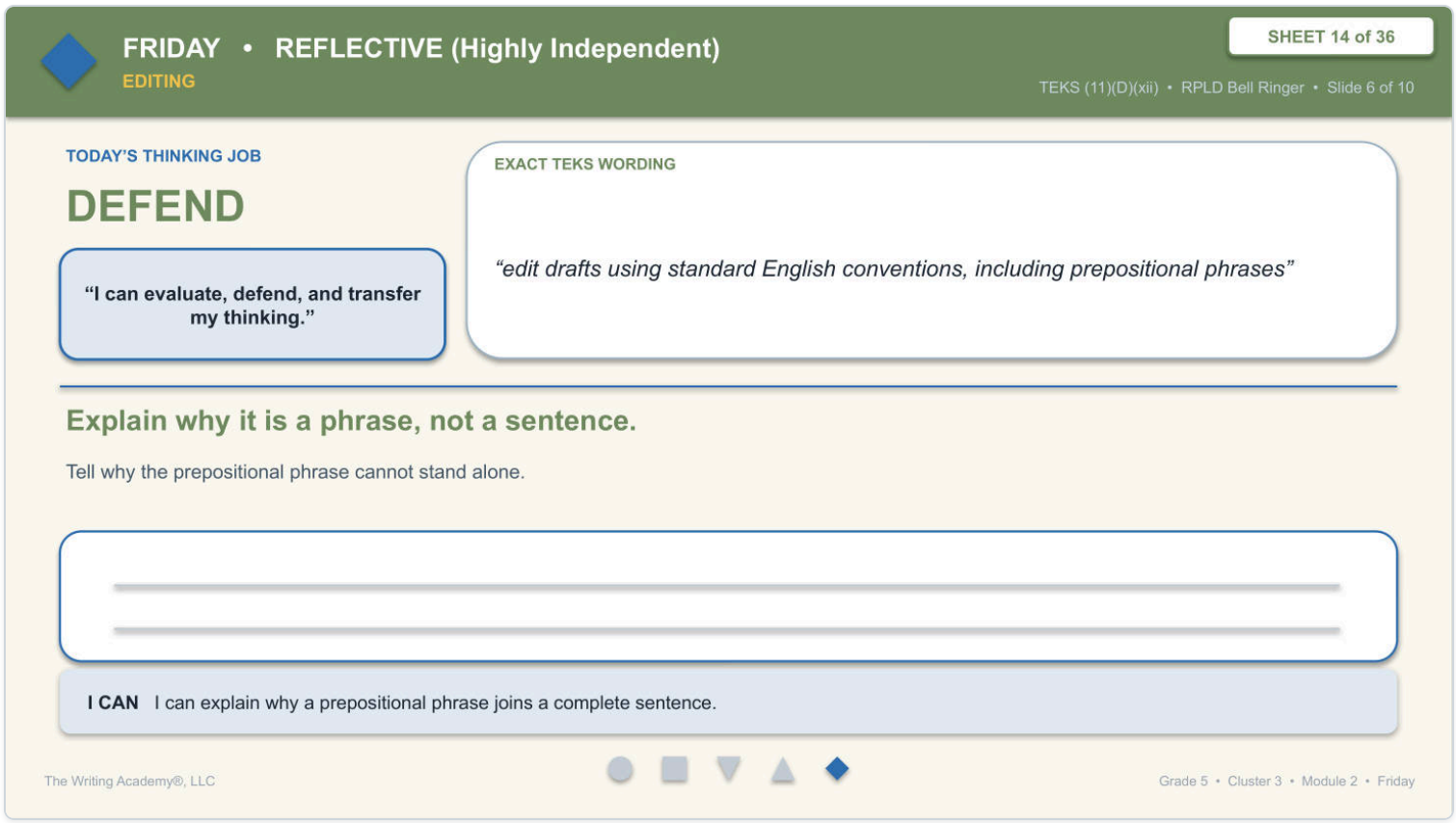
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Without a case tells how, but it has no subject doing an action, so it must join a complete idea.

(11)(D)(xii) · Prepositional Phrases · Sheet 14 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Without a case tells how, but it has no subject doing an action, so it must join a complete idea.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xii) • Prepositional Phrases

SHEET 14 of 36

Slide 7 of 10

Complete the **prepositional phrases** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xii) edit drafts using standard English conventions, including **prepositional phrases**	"No searches happen **without a case**." *Without a case is a prepositional phrase; it begins with a preposition and ends with a noun.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 14 of 36, and complete the (11)(D)(xii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Without a case is a prepositional phrase; it begins with a preposition and ends with a noun.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

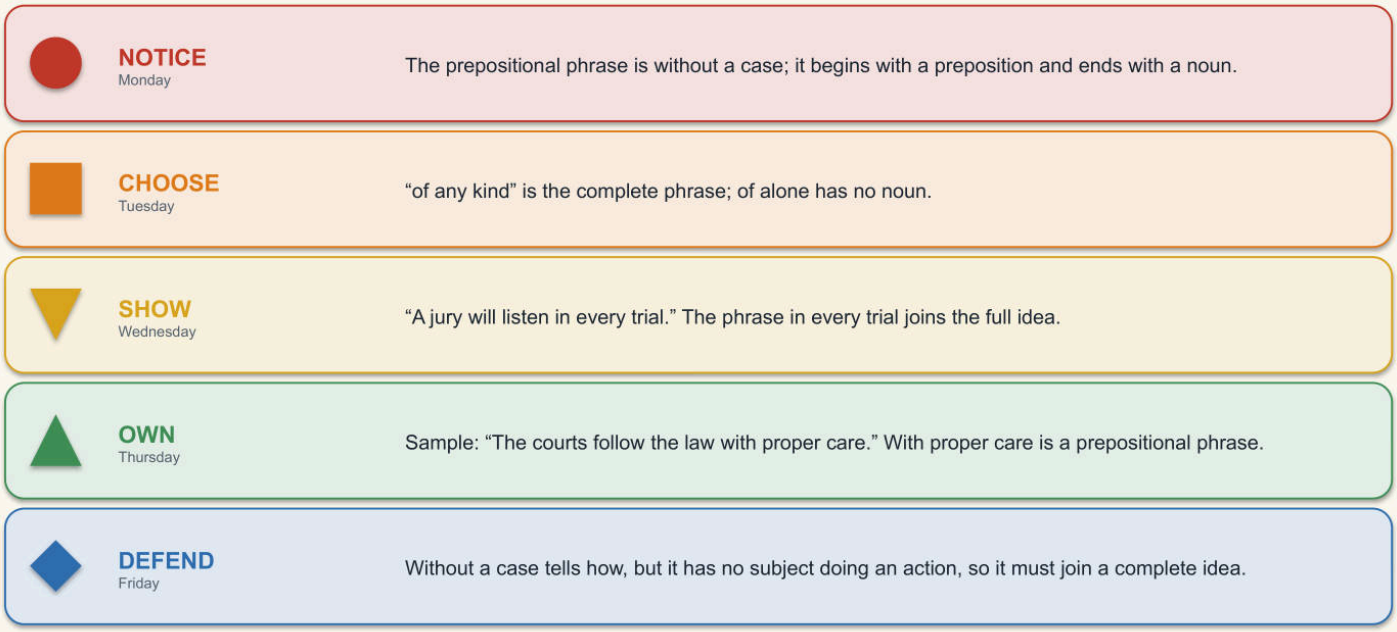
For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xii) • Prepositional Phrases

SHEET 14 of 36

Slide 8 of 10



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The prepositional phrase is without a case; it begins with a preposition and ends with a noun. Emergent, “of any kind” is the complete phrase; of alone has no noun. Visible, “A jury will listen in every trial.” The phrase in every trial joins the full idea. Independent, Sample: “The courts follow the law with proper care.” With proper care is a prepositional phrase. Reflective, Without a case tells how, but it has no subject doing an action, so it must join a complete idea.*

ANSWER KEY: The prepositional phrase is without a case; it begins with a preposition and ends with a noun. · “of any kind” is the complete phrase; of alone has no noun. · “A jury will listen in every trial.” The phrase in every trial joins the full idea. · Sample: “The courts follow the law with proper care.” With proper care is a prepositional phrase. · Without a case tells how, but it has no subject doing an action, so it must join a complete idea.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xii) • Prepositional Phrases

SHEET 14 of 36

Slide 9 of 10

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.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The Fifth Amendment protects you. In a court of law. Now, what is the correct way to write these sentences?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xii) • Prepositional Phrases

SHEET 14 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, The Fifth Amendment protects you in a court of law. In a court of law is a prepositional phrase, not a complete sentence, so it joins the full idea before it."

▸ *Walk through why the other choices are traps.*

"The other choices leave the prepositional phrase or a piece of the sentence standing alone as a fragment."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, The Fifth Amendment protects you in a court of law.

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Prep Phrases & Agreement

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is prep phrases & agreement, the standard says: 'edit drafts using standard English conventions, including the influence of prepositional phrases on subject-verb agreement.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: prep phrases & agreement, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Prep Phrases & Agreement slide deck · student Editing Tracking Sheets · highlighters/pencils.

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MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 15 of 36

TEKS (11)(D)(xiii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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."

I CAN I can find the true subject past a prepositional phrase.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the true subject. Read the sentence. Cross out the prepositional phrase and find the real subject."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The list of amendments protects our freedoms.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The true subject is list, not amendments; the phrase of amendments does not change it.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The true subject is list, not amendments; the phrase of amendments does not change it.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "prep phrases & agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when prep phrases & agreement is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Ignore the phrase. Choose the verb that agrees with the true subject."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The list of rights (protect / protects) everyone.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "protects" agrees with the singular true subject list.

(11)(D)(xiii) · Prep Phrases & Agreement · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "protects" agrees with the singular true subject list.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The verb agrees with the phrase, not the subject. Fix it."

"Read this with me: 'The set of laws protect the people.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The set of laws protects the people." Set is the singular subject, so the verb is protects.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The set of laws protects the people." Set is the singular subject, so the verb is protects.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

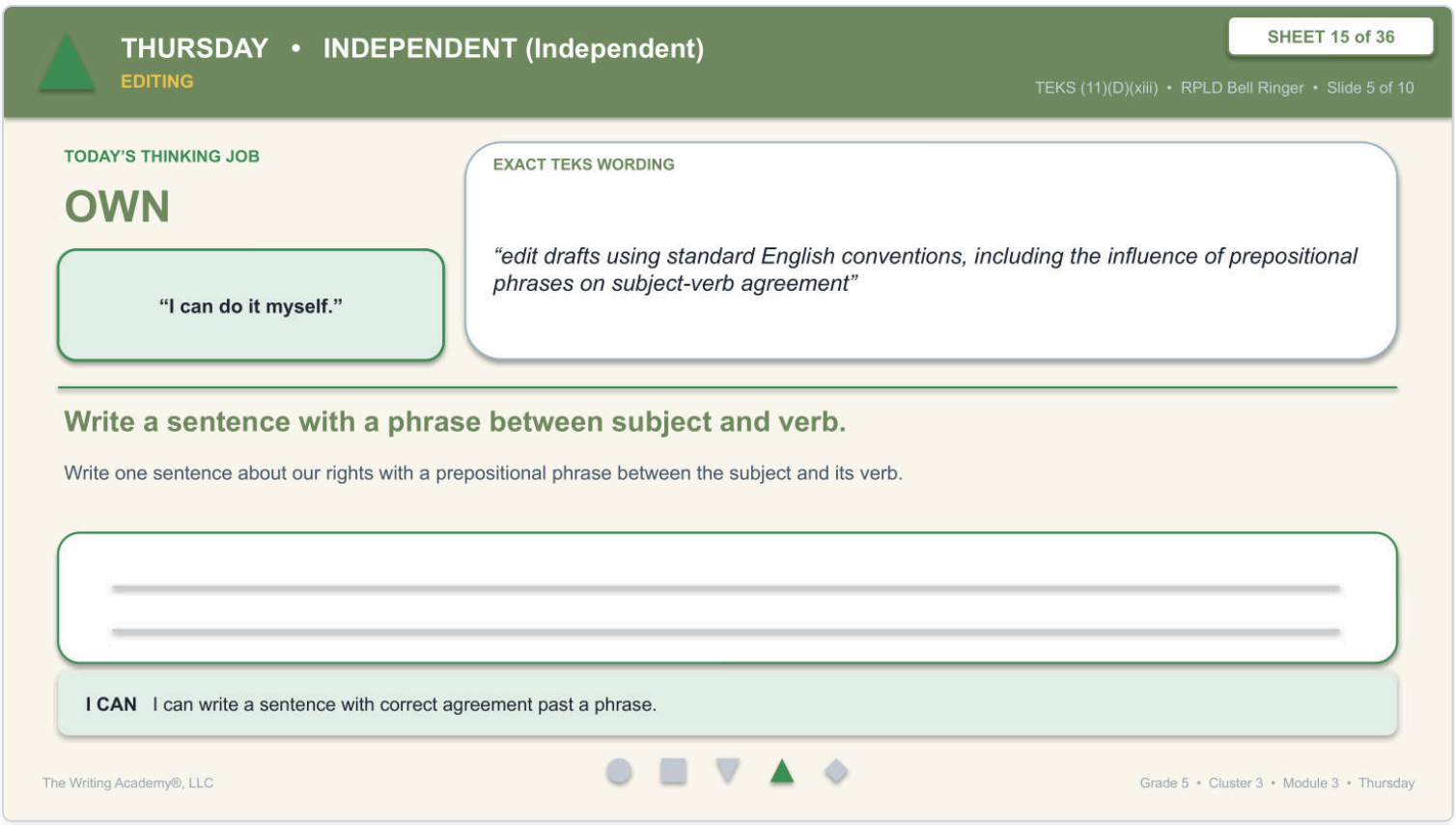
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about our rights with a prepositional phrase between the subject and its verb."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The writer of the amendments explains each right." Writer is the true subject.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The writer of the amendments explains each right." Writer is the true subject.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

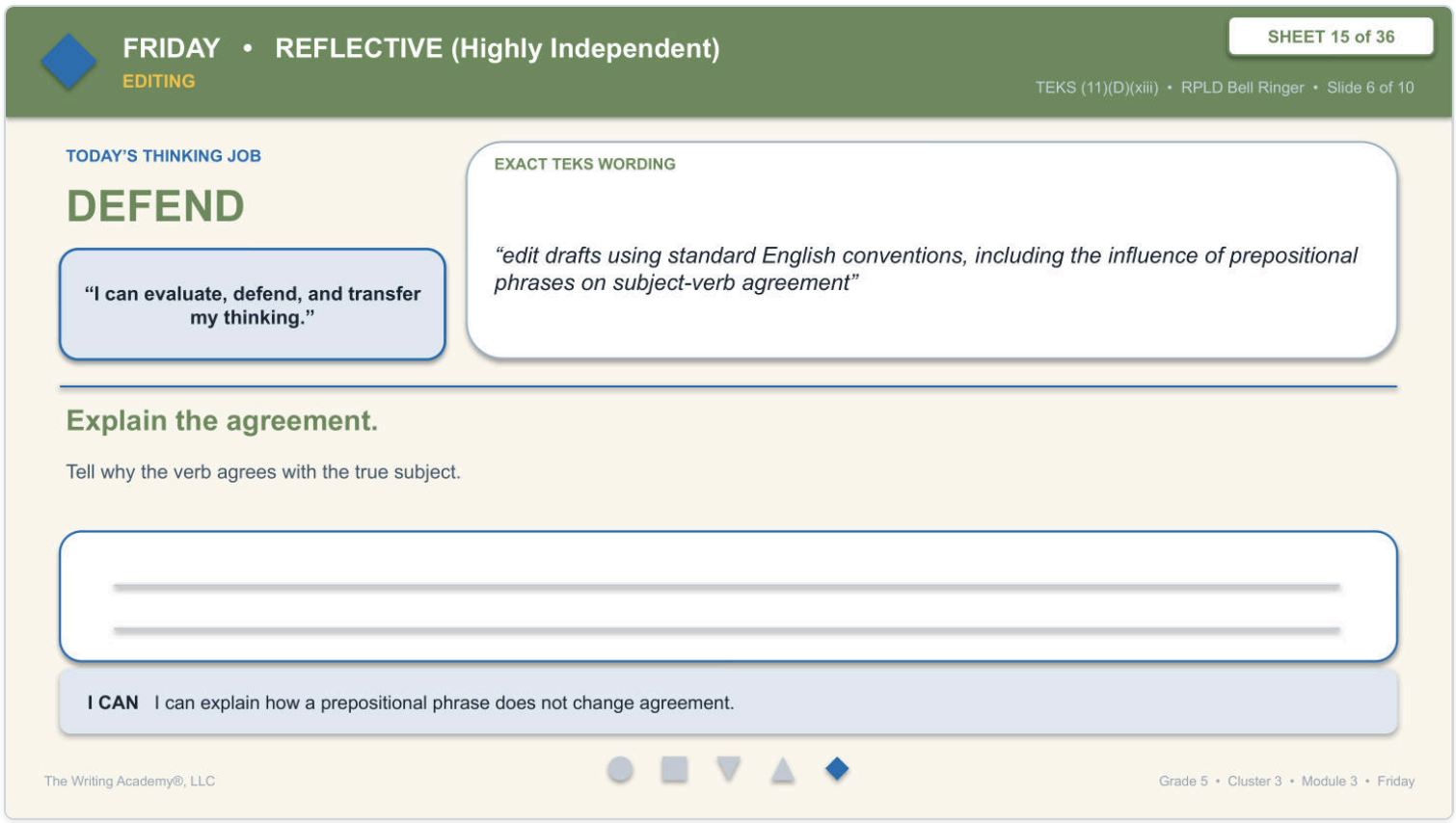
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The subject is list, which is singular, so the verb is protects, even though rights comes right before it.

(11)(D)(xiii) · Prep Phrases & Agreement · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The subject is list, which is singular, so the verb is protects, even though rights comes right before it.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xiii) • Prep Phrases & Agreement

SHEET 15 of 36

Slide 7 of 10

Complete the **prepositional phrases and agreement** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xiii) edit drafts using standard English conventions, including **the influence of prepositional phrases on subject-verb agreement**	"The list of rights protects everyone." *The true subject is list (singular), so the verb is protects, not protect, even though rights comes right before it.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 15 of 36, and complete the (11)(D)(xiii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The true subject is list (singular), so the verb is protects, not protect, even though rights comes right before it.

(11)(D)(xiii) · Prep Phrases & Agreement · Sheet 15 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xiii) • Prep Phrases & Agreement

SHEET 15 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The true subject is list, not amendments; the phrase of amendments does not change it. Emergent, “protects” agrees with the singular true subject list. Visible, “The set of laws protects the people.” Set is the singular subject, so the verb is protects. Independent, Sample: “The writer of the amendments explains each right.” Writer is the true subject. Reflective, The subject is list, which is singular, so the verb is protects, even though rights comes right before it.*

ANSWER KEY: The true subject is list, not amendments; the phrase of amendments does not change it. · “protects” agrees with the singular true subject list. · “The set of laws protects the people.” Set is the singular subject, so the verb is protects. · Sample: “The writer of the amendments explains each right.” Writer is the true subject. · The subject is list, which is singular, so the verb is protects, even though rights comes right before it.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xiii) • Prep Phrases & Agreement

SHEET 15 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The list of important rights protect every citizen. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xiii) • Prep Phrases & Agreement

SHEET 15 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change protect to protects. The true subject is list, which is singular, so the verb should be protects; the phrase of important rights does not change the subject."

▸ *Walk through why the other choices are 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."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change protect to protects

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules"

WHAT DOES THIS MEAN TO ME?

When I edit, I use **spelling rules** I have learned to spell longer words correctly. Rules help me: change **y to i** before 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Spelling: Grade-Appropriate Rules

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is spelling: grade-appropriate rules, the standard says: 'edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules.'"

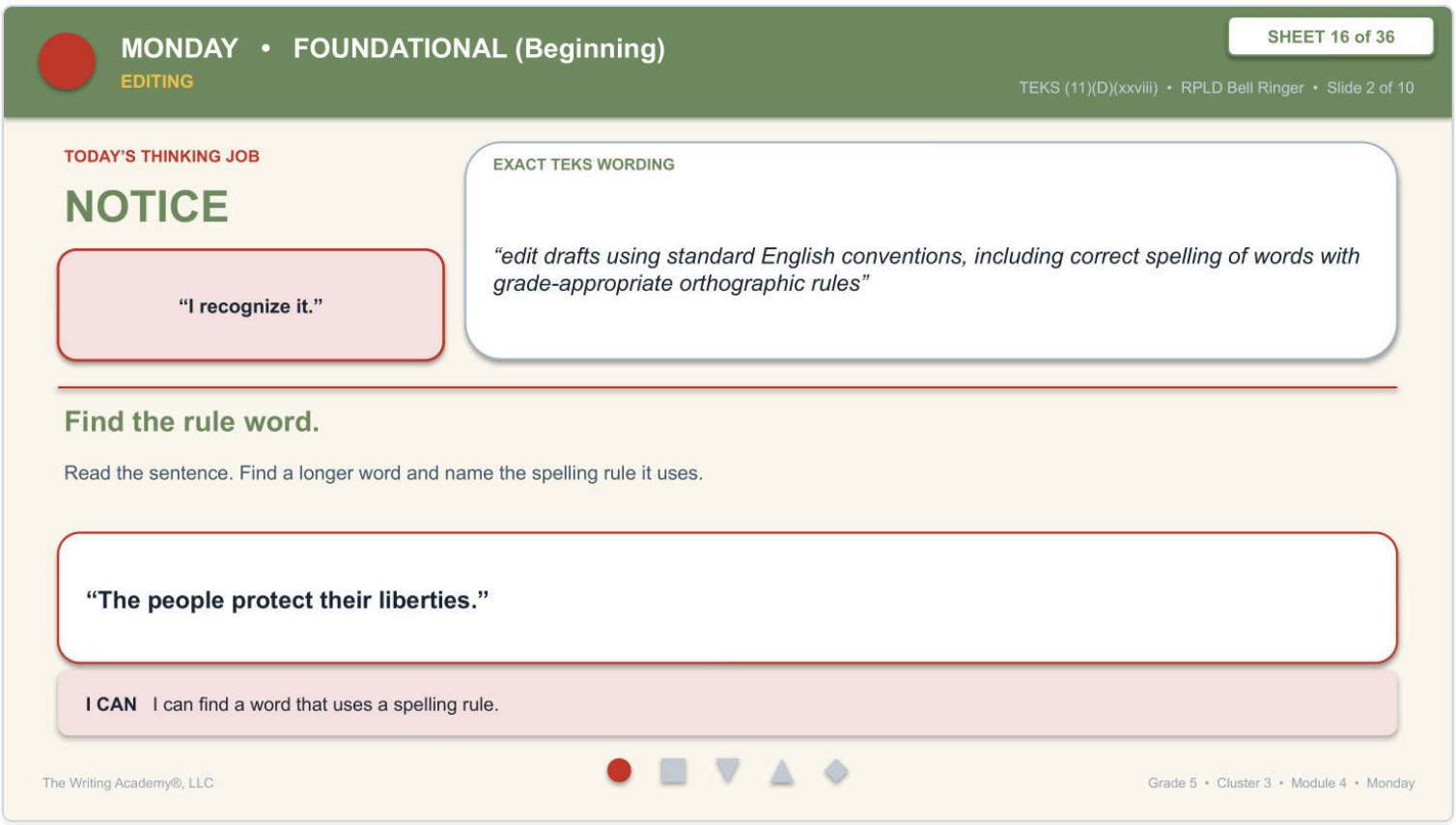
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: spelling: grade-appropriate rules, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Spelling: Grade-Appropriate Rules slide deck · student Editing Tracking Sheets · highlighters/pencils.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the rule word. Read the sentence. Find a longer word and name the spelling rule it uses."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The people protect their liberties.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The rule word is liberties; it uses the change y to i rule.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The rule word is liberties; it uses the change y to i rule.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "spelling: grade-appropriate rules" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when spelling: grade-appropriate rules is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 16 of 36

TEKS (11)(D)(xxviii) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic rules"

Choose the correct spelling.

Two spellings are offered. Choose the one that follows the rule.

"The leaders were (writeing / writing) the rights."

I CAN I can choose the correct spelling of a rule word.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two spellings are offered. Choose the one that follows the rule."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The leaders were (writeing / writing) the rights.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "writing" is correct; the silent e is dropped before -ing.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "writing" is correct; the silent e is dropped before -ing.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

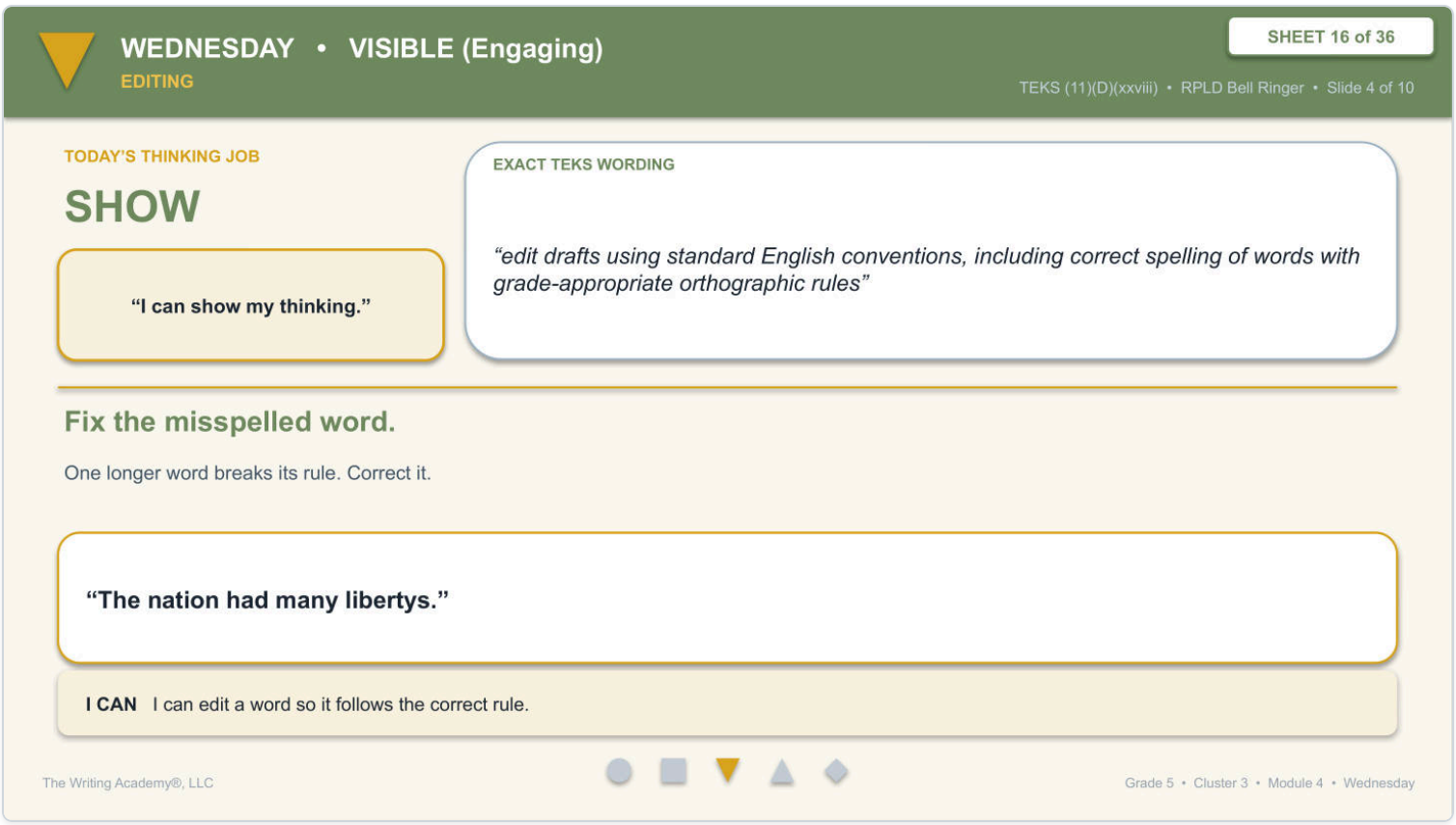
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. One longer word breaks its rule. Correct it."

"Read this with me: 'The nation had many libertys.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The nation had many liberties." Liberty changes y to i before -es.

(11)(D)(xxviii) · Spelling: Grade-Appropriate Rules · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The nation had many liberties." Liberty changes y to i before -es.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

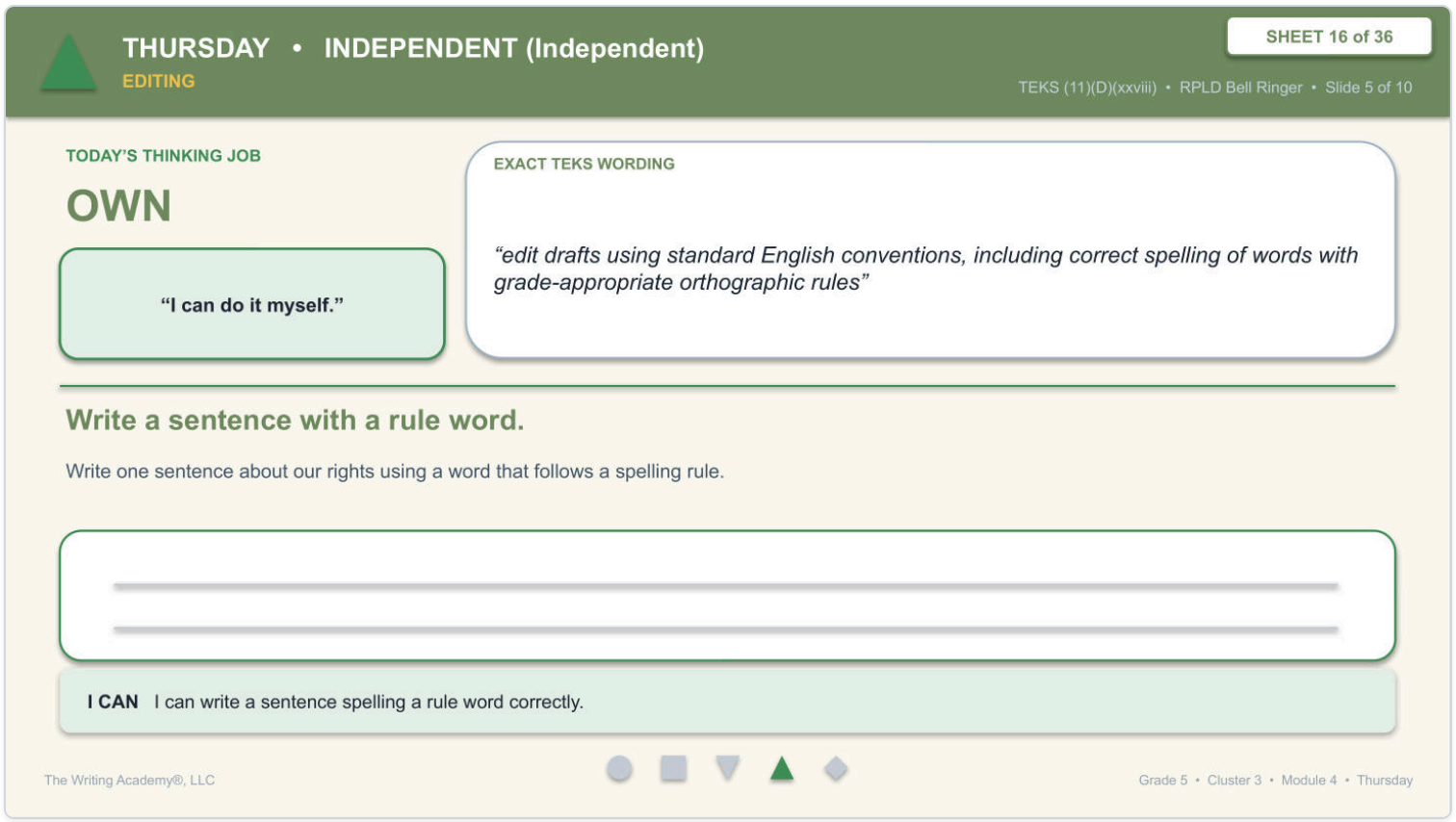
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about our rights using a word that follows a spelling rule."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The leaders kept writing the important laws." Writing follows the drop-e rule.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The leaders kept writing the important laws." Writing follows the drop-e rule.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The change y to i rule tells me liberty becomes liberties, so I can spell the plural correctly.

(11)(D)(xxviii) · Spelling: Grade-Appropriate Rules · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The change y to i rule tells me liberty becomes liberties, so I can spell the plural correctly.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxviii) • Spelling: Grade-Appropriate Rules

SHEET 16 of 36

Slide 7 of 10

Complete the **spelling with grade-appropriate rules** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxviii) edit drafts using standard English conventions, including **correct spelling of words with grade-appropriate orthographic rules**	"The people protect their **liberties**." *Liberties follows the change y to i rule and is spelled correctly.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 16 of 36, and complete the (11)(D)(xxviii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Liberties follows the change y to i rule and is spelled correctly.

(11)(D)(xxviii) · Spelling: Grade-Appropriate Rules · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxviii) • Spelling: Grade-Appropriate Rules

SHEET 16 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The rule word is liberties; it uses the change y to i rule. Emergent, “writing” is correct; the silent e is dropped before -ing. Visible, “The nation had many liberties.” Liberty changes y to i before -es. Independent, Sample: “The leaders kept writing the important laws.” Writing follows the drop-e rule. Reflective, The change y to i rule tells me liberty becomes liberties, so I can spell the plural correctly.*

ANSWER KEY: The rule word is liberties; it uses the change y to i rule. · “writing” is correct; the silent e is dropped before -ing. · “The nation had many liberties.” Liberty changes y to i before -es. · Sample: “The leaders kept writing the important laws.” Writing follows the drop-e rule. · The change y to i rule tells me liberty becomes liberties, so I can spell the plural correctly.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxviii) • Spelling: Grade-Appropriate Rules

SHEET 16 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The leaders were writeing down the new rights. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D)(xxviii) · Spelling: Grade-Appropriate Rules · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxviii) • Spelling: Grade-Appropriate Rules

SHEET 16 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change writeing to writing. The drop-e rule removes the silent e before -ing, so the word is writing, not writeing."

▸ *Walk through why the other choices are traps.*

"Leaders is a correct plural. Rights is a correct plural. There is a spelling error, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change writeing to writing

(11)(D)(xxviii) · Spelling: Grade-Appropriate Rules · Sheet 16 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Conjunctive Adverbs

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is conjunctive adverbs, the standard says: 'edit drafts using standard English conventions, including conjunctive adverbs.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: conjunctive adverbs, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Conjunctive Adverbs slide deck · student Editing Tracking Sheets · highlighters/pencils.

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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."

I CAN I can find a conjunctive adverb.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the conjunctive adverb. Read the sentences. Find the adverb that connects the two ideas."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The plants looked weak. However, they began to recover.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The conjunctive adverb is However; it connects the two ideas and shows a contrast.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The conjunctive adverb is However; it connects the two ideas and shows a contrast.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "conjunctive adverbs" specifically.

POSSIBLE STUDENT QUESTION

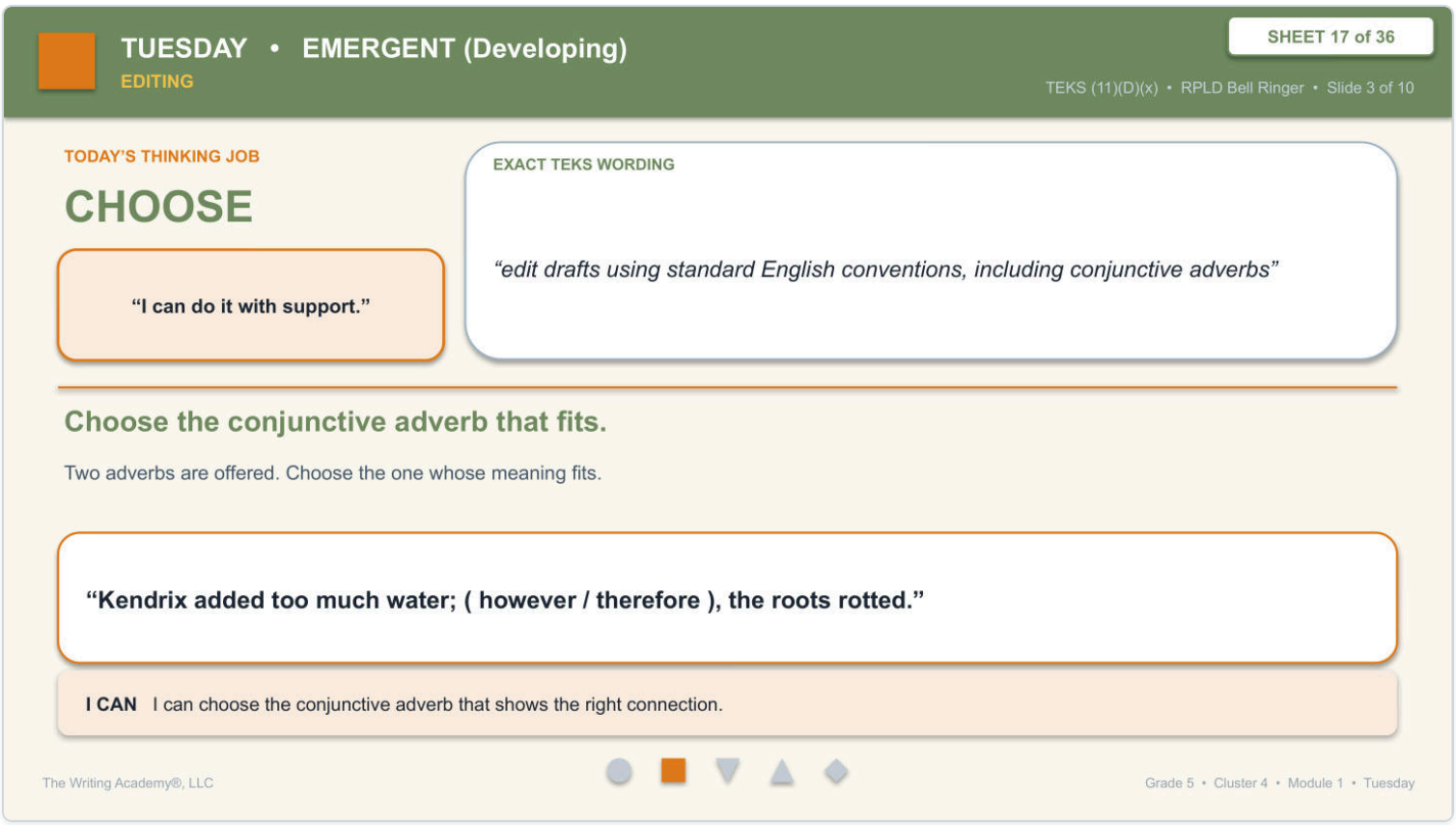
"Why does this matter?" Because readers trust writing when conjunctive adverbs is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.



TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two adverbs are offered. Choose the one whose meaning fits."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Kendrix added too much water; (however / therefore), the roots rotted.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "therefore" is correct because the rotted roots are the result of too much water.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "therefore" is correct because the rotted roots are the result of too much water.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A conjunctive adverb is missing its comma. Add it."

"Read this with me: 'The soil was wet. Therefore the plants suffered.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The soil was wet. Therefore, the plants suffered." The comma follows the conjunctive adverb.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The soil was wet. Therefore, the plants suffered." The comma follows the conjunctive adverb.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

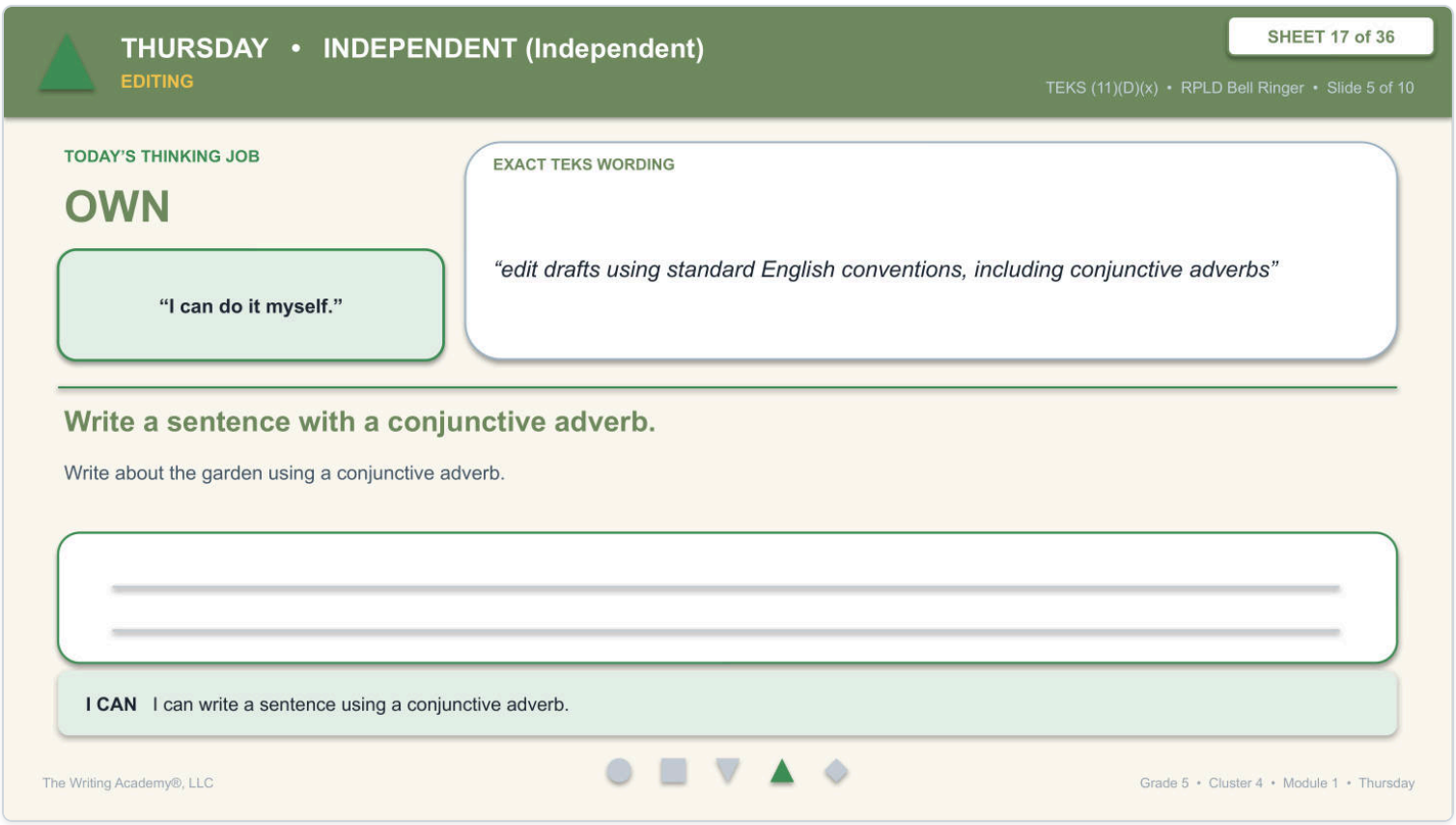
RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.

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TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write about the garden using a conjunctive adverb."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Kendrix watered less; meanwhile, the plants grew stronger." Meanwhile connects the ideas.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Kendrix watered less; meanwhile, the plants grew stronger." Meanwhile connects the ideas.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The second idea is the result of the first, so therefore correctly shows the connection.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The second idea is the result of the first, so therefore correctly shows the connection.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(x) • Conjunctive Adverbs

SHEET 17 of 36

Slide 7 of 10

Complete the **conjunctive adverbs** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(x) edit drafts using standard English conventions, including **conjunctive adverbs**	"The plants looked weak. However, they began to recover." *However is a conjunctive adverb that shows a contrast, and it is followed by a comma.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 17 of 36, and complete the (11)(D)(x) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, However is a conjunctive adverb that shows a contrast, and it is followed by a comma.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(x) • Conjunctive Adverbs

SHEET 17 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The conjunctive adverb is However; it connects the two ideas and shows a contrast. Emergent, “therefore” is correct because the rotted roots are the result of too much water. Visible, “The soil was wet. Therefore, the plants suffered.” The comma follows the conjunctive adverb. Independent, Sample: “Kendrix watered less; meanwhile, the plants grew stronger.” Meanwhile connects the ideas. Reflective, The second idea is the result of the first, so therefore correctly shows the connection.*

ANSWER KEY: The conjunctive adverb is However; it connects the two ideas and shows a contrast. · “therefore” is correct because the rotted roots are the result of too much water. · “The soil was wet. Therefore, the plants suffered.” The comma follows the conjunctive adverb. · Sample: “Kendrix watered less; meanwhile, the plants grew stronger.” Meanwhile connects the ideas. · The second idea is the result of the first, so therefore correctly shows the connection.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(x) • Conjunctive Adverbs

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Kendrix gave the plants too much water. Therefore the roots rotted. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(x) • Conjunctive Adverbs

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma after Therefore. A conjunctive adverb like Therefore is followed by a comma, so a comma is added after it."

▸ *Walk through why the other choices are traps.*

"Plants is a correct plural. Rotted is the correct past tense. The comma is missing, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma after Therefore

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

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EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Indefinite Pronouns

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is indefinite pronouns, the standard says: 'edit drafts using standard English conventions, including pronouns, including indefinite.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: indefinite pronouns, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Indefinite Pronouns slide deck · student Editing Tracking Sheets · highlighters/pencils.

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MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 18 of 36

TEKS (11)(D)(xiv) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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."

I CAN I can find an indefinite pronoun.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the indefinite pronoun. Read the sentence. Find the pronoun that stands for someone or something not specific."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Everyone in the family helped in the garden.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The indefinite pronoun is Everyone; it stands for the whole family, not a specific person.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The indefinite pronoun is Everyone; it stands for the whole family, not a specific person.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "indefinite pronouns" specifically.

POSSIBLE STUDENT QUESTION

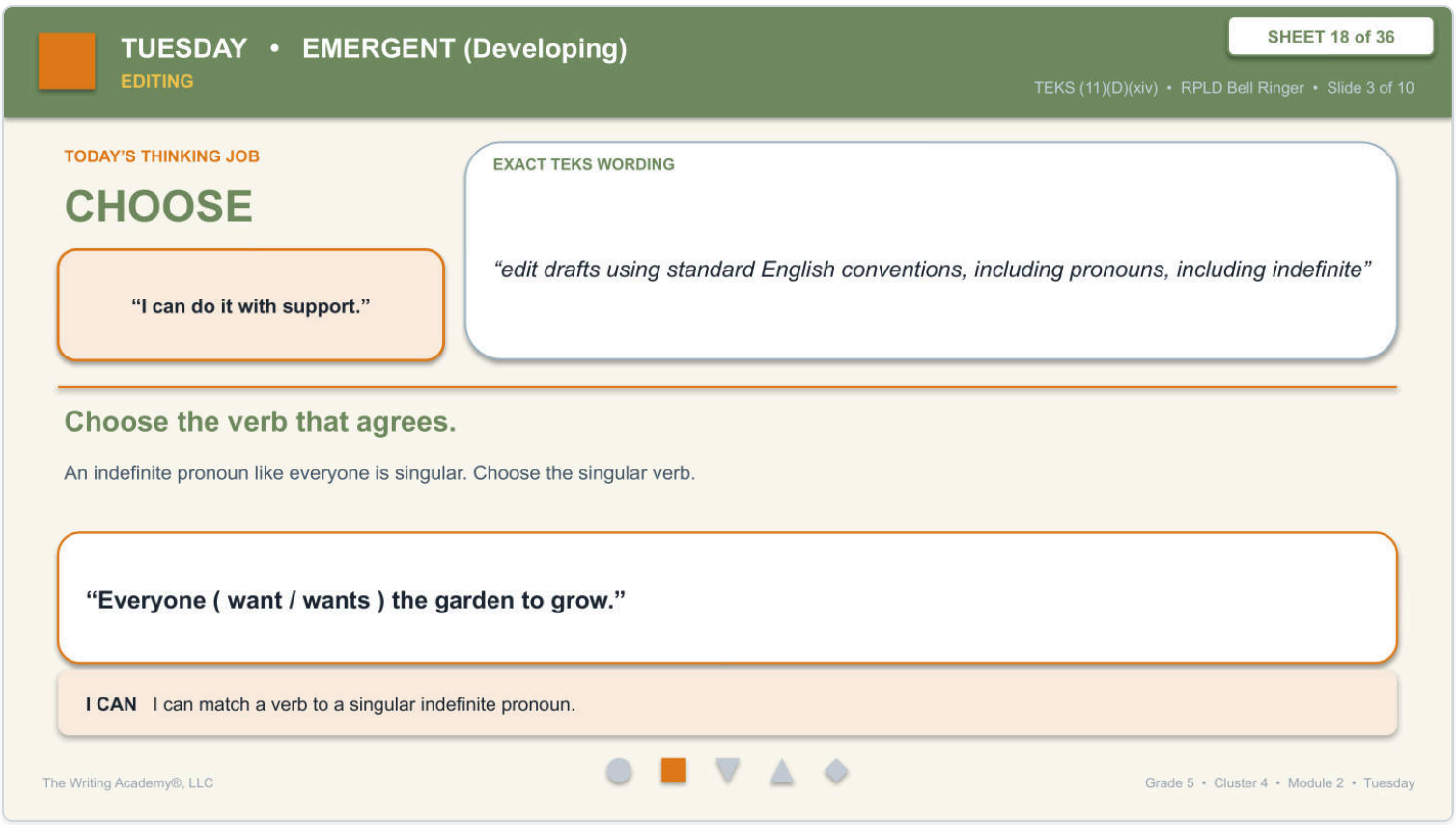
"Why does this matter?" Because readers trust writing when indefinite pronouns is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.



TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. An indefinite pronoun like everyone is singular. Choose the singular verb."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Everyone (want / wants) the garden to grow.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "wants" agrees with the singular indefinite pronoun Everyone.

(11)(D)(xiv) · Indefinite Pronouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "wants" agrees with the singular indefinite pronoun Everyone.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

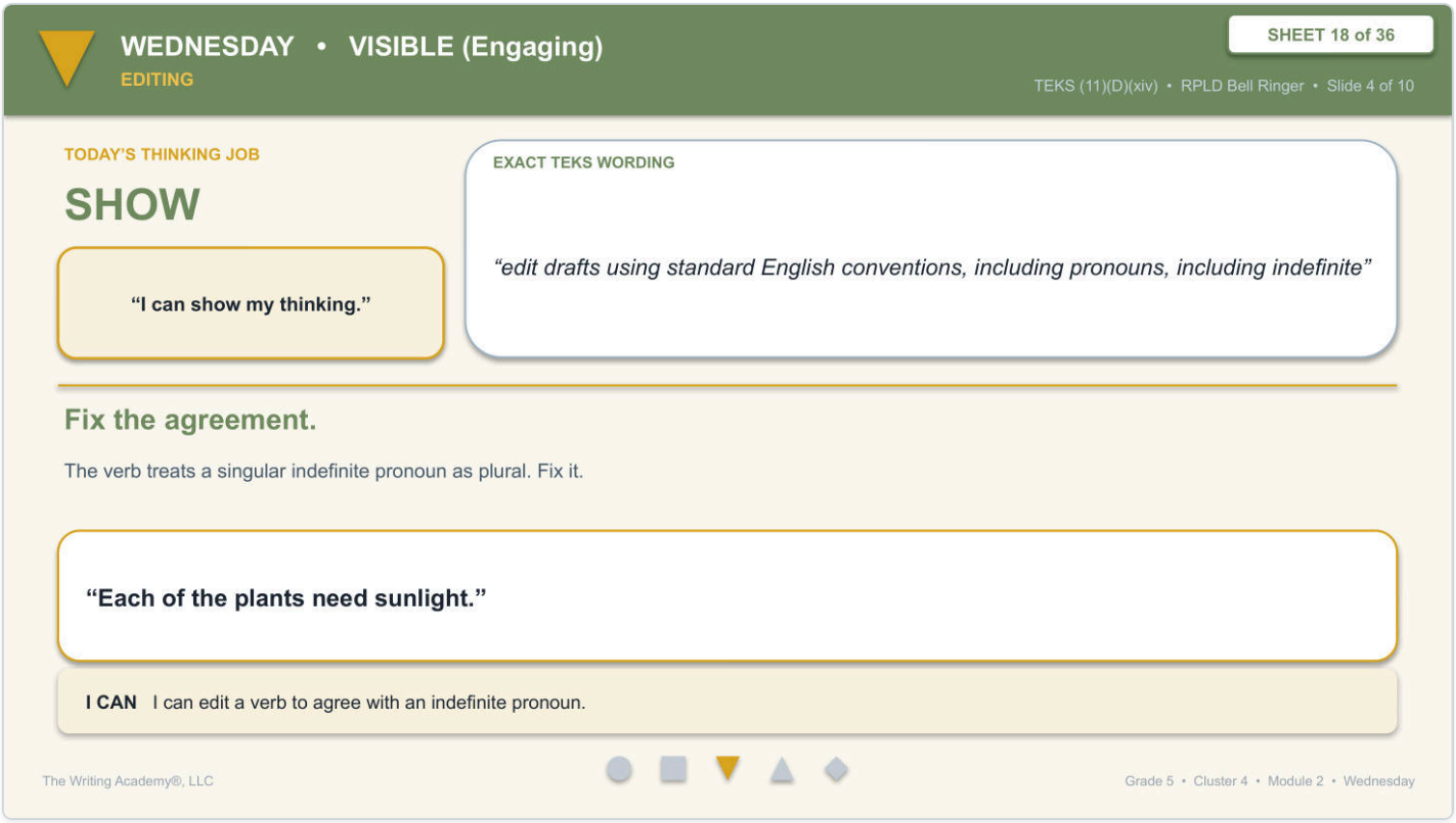
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The verb treats a singular indefinite pronoun as plural. Fix it."

"Read this with me: 'Each of the plants need sunlight.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Each of the plants needs sunlight." Each is singular, so the verb is needs.

(11)(D)(xiv) · Indefinite Pronouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Each of the plants needs sunlight." Each is singular, so the verb is needs.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

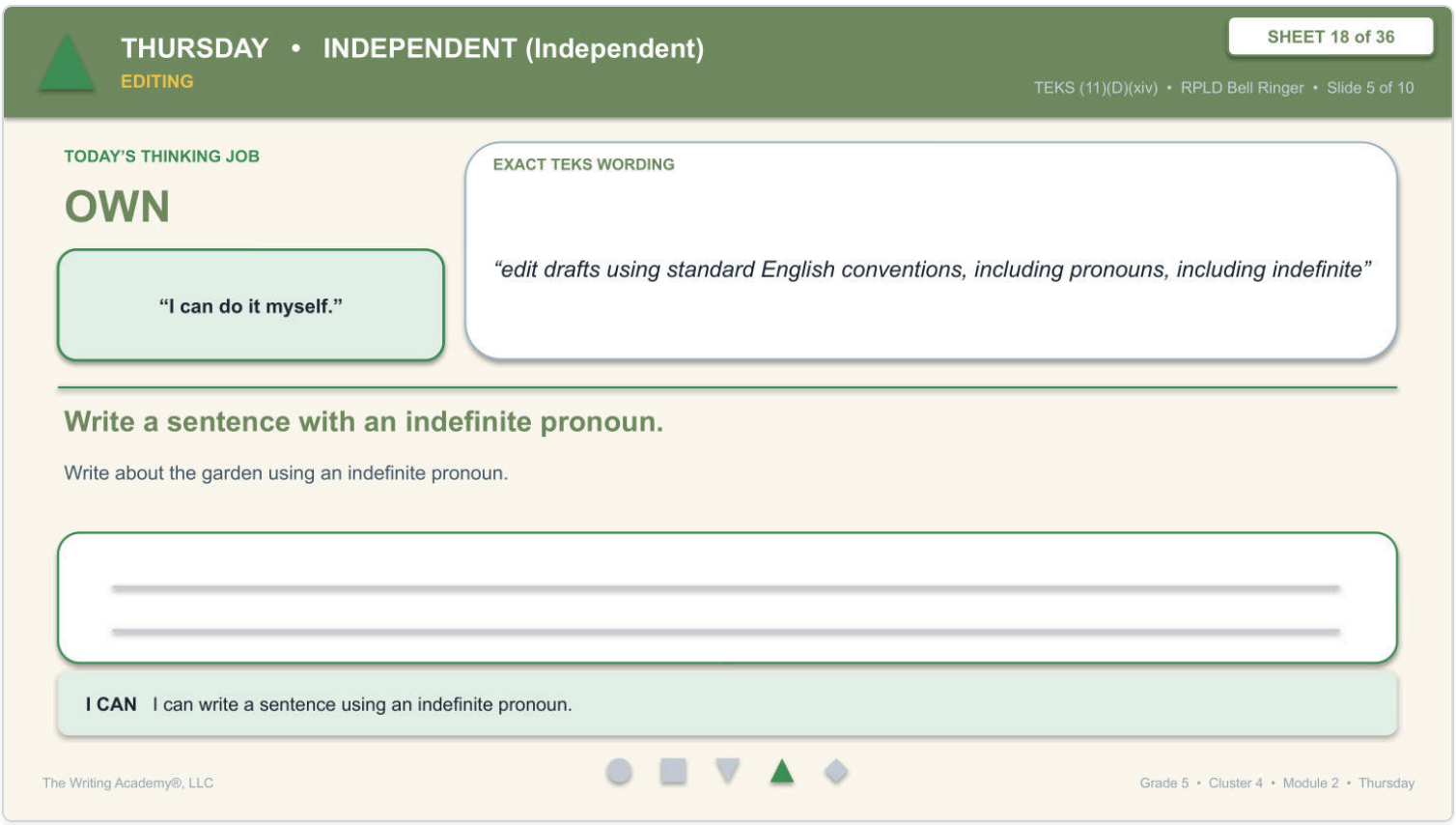
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write about the garden using an indefinite pronoun."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Someone had watered the plants too much." Someone is an indefinite pronoun.

(11)(D)(xiv) · Indefinite Pronouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Someone had watered the plants too much." Someone is an indefinite pronoun.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

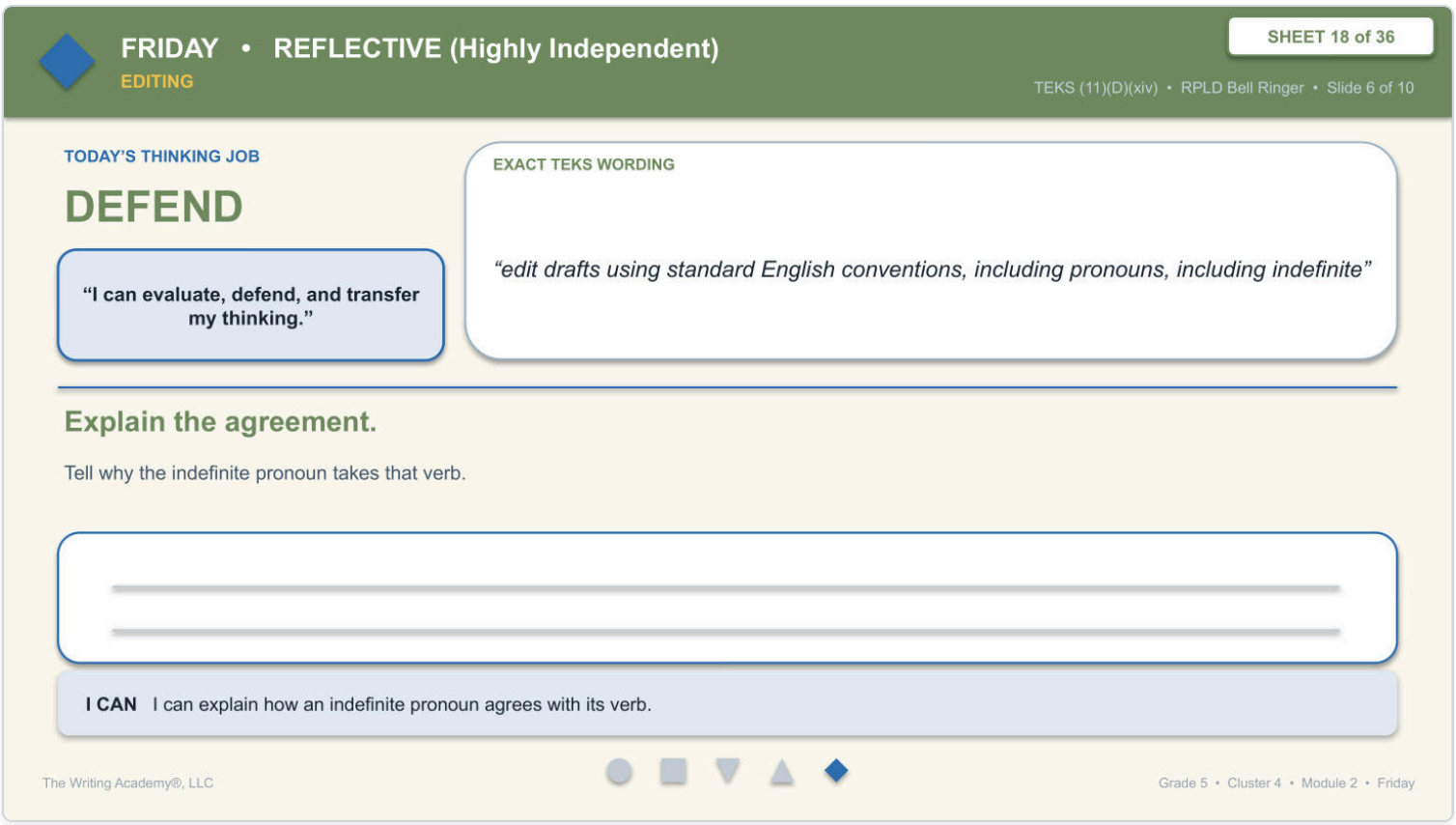
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Each is singular, so it takes the singular verb needs, even though plants comes right after it.

(11)(D)(xiv) · Indefinite Pronouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Each is singular, so it takes the singular verb needs, even though plants comes right after it.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xiv) • Indefinite Pronouns

SHEET 18 of 36

Slide 7 of 10

Complete the **indefinite pronouns** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xiv) edit drafts using standard English conventions, including **pronouns, including indefinite**	"Everyone in the family helped in the garden." *Everyone is an indefinite pronoun; it is singular and takes a singular verb.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 18 of 36, and complete the (11)(D)(xiv) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Everyone is an indefinite pronoun; it is singular and takes a singular verb.

(11)(D)(xiv) · Indefinite Pronouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xiv) • Indefinite Pronouns

SHEET 18 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The indefinite pronoun is Everyone; it stands for the whole family, not a specific person. Emergent, “wants” agrees with the singular indefinite pronoun Everyone. Visible, “Each of the plants needs sunlight.” Each is singular, so the verb is needs. Independent, Sample: “Someone had watered the plants too much.” Someone is an indefinite pronoun. Reflective, Each is singular, so it takes the singular verb needs, even though plants comes right after it.*

ANSWER KEY: The indefinite pronoun is Everyone; it stands for the whole family, not a specific person. · “wants” agrees with the singular indefinite pronoun Everyone. · “Each of the plants needs sunlight.” Each is singular, so the verb is needs. · Sample: “Someone had watered the plants too much.” Someone is an indefinite pronoun. · Each is singular, so it takes the singular verb needs, even though plants comes right after it.

(11)(D)(xiv) · Indefinite Pronouns · Sheet 18 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xiv) • Indefinite Pronouns

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Everyone in the family want the garden to grow. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xiv) • Indefinite Pronouns

SHEET 18 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Here’s the payoff: the correct answer is A, Change want to wants. Everyone is a singular indefinite pronoun, so it takes the singular verb wants, not want.”

▸ *Walk through why the other choices are traps.*

“Family is a correct collective noun. Garden names one and is correct. The verb does not agree, so Make no change is wrong.”

“Remember this all week: readers trust writing when it follows the rule.”

ANSWER KEY: A, Change want to wants

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Complex Sentences

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is complex sentences, the standard says: 'edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences.'"

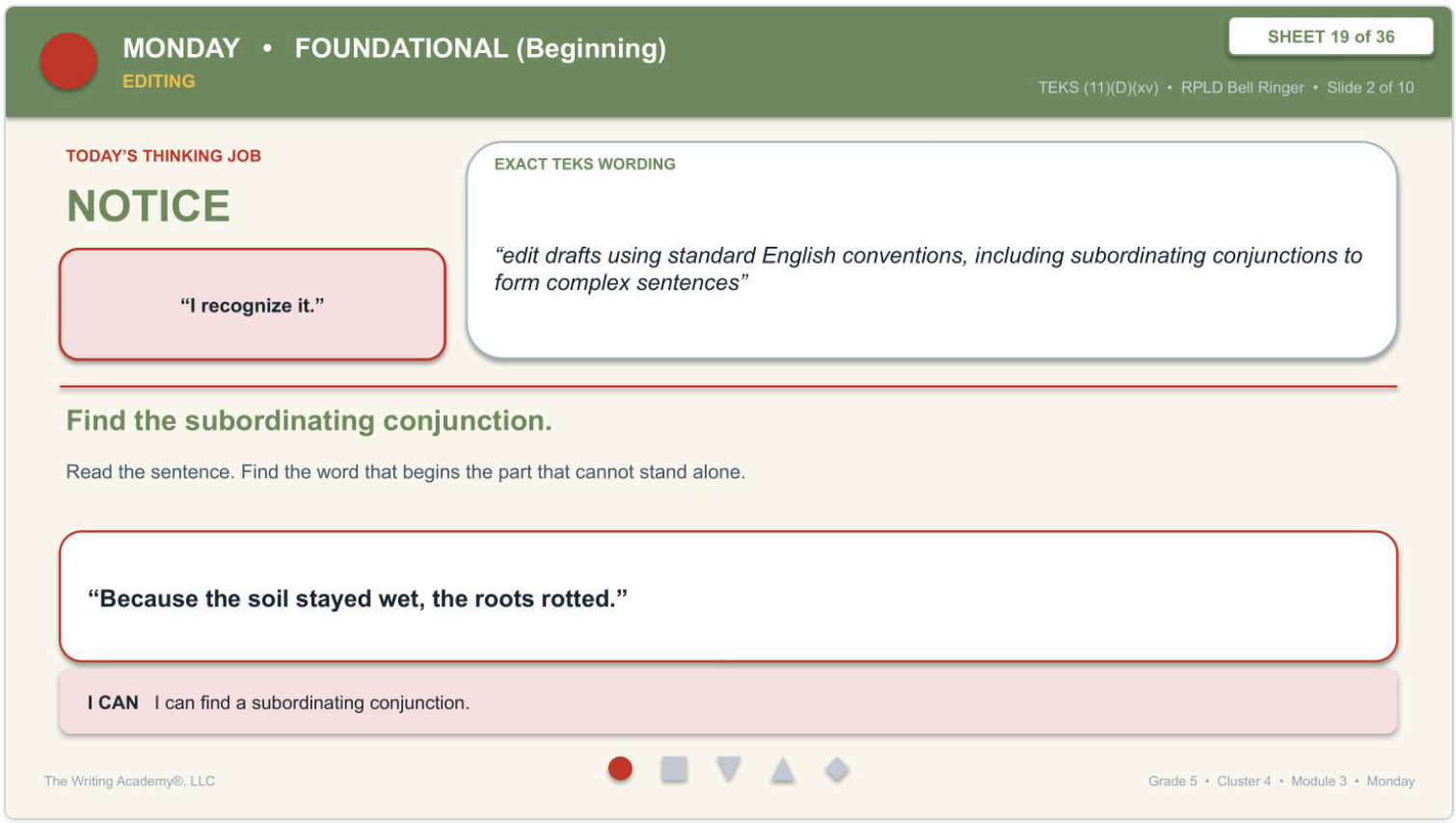
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: complex sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Complex Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the subordinating conjunction. Read the sentence. Find the word that begins the part that cannot stand alone."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Because the soil stayed wet, the roots rotted.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The subordinating conjunction is Because; it begins the part that cannot stand alone.

(11)(D)(xv) · Complex Sentences · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The subordinating conjunction is Because; it begins the part that cannot stand alone.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "complex sentences" specifically.

POSSIBLE STUDENT QUESTION

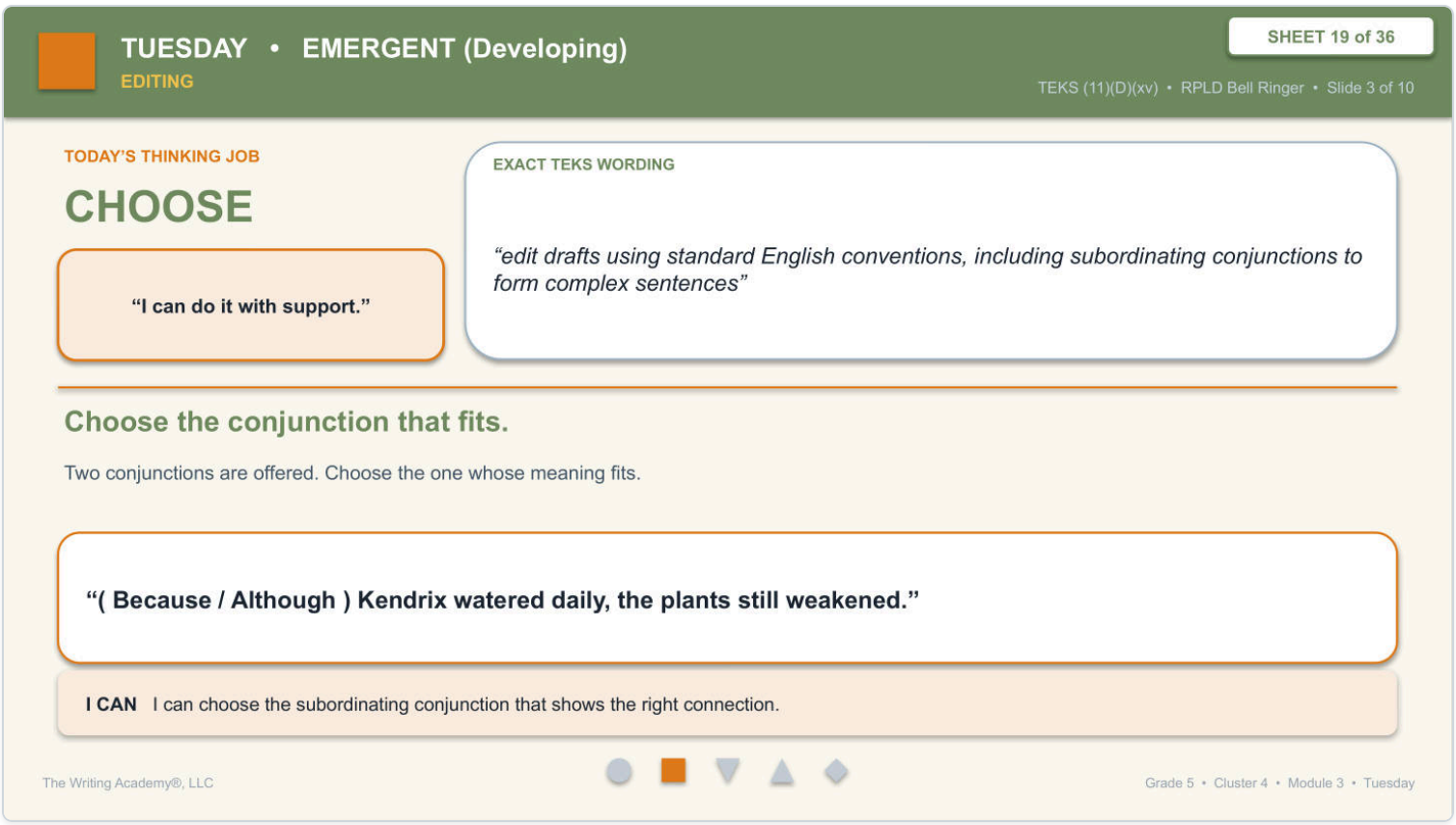
"Why does this matter?" Because readers trust writing when complex sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.



TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two conjunctions are offered. Choose the one whose meaning fits."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: '(Because / Although) Kendrix watered daily, the plants still weakened.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Although" is correct because it shows the plants weakened in spite of the daily watering.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Although" is correct because it shows the plants weakened in spite of the daily watering.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two ideas stand alone. Use a subordinating conjunction to join them."

"Read this with me: 'The soil was too wet. The plants suffered.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "When the soil was too wet, the plants suffered." When joins the two ideas.

(11)(D)(xv) · Complex Sentences · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "When the soil was too wet, the plants suffered." When joins the two ideas.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

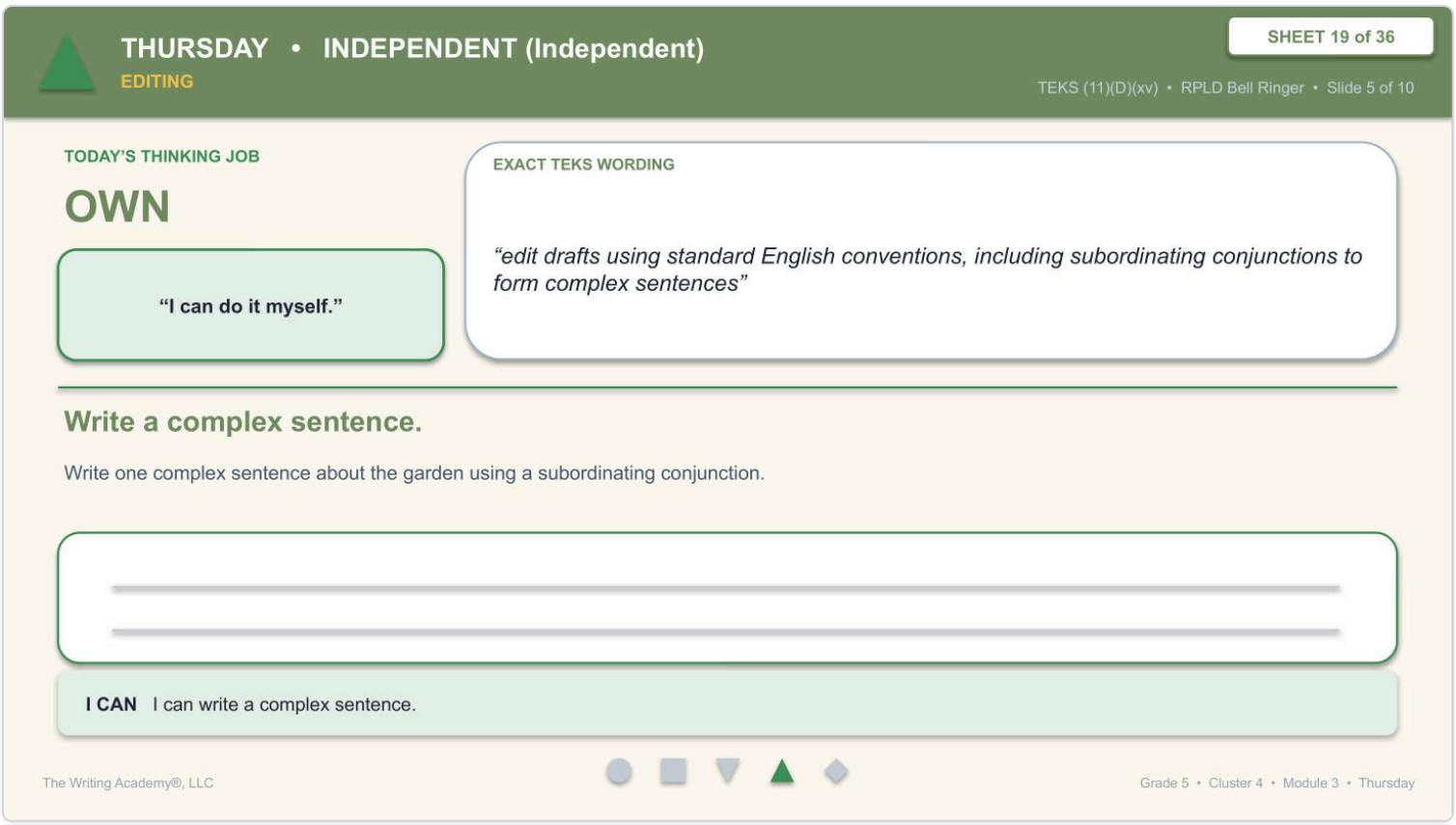
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one complex sentence about the garden using a subordinating conjunction."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "After Kendrix watered less, the plants recovered." After forms a complex sentence.

(11)(D)(xv) · Complex Sentences · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "After Kendrix watered less, the plants recovered." After forms a complex sentence.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

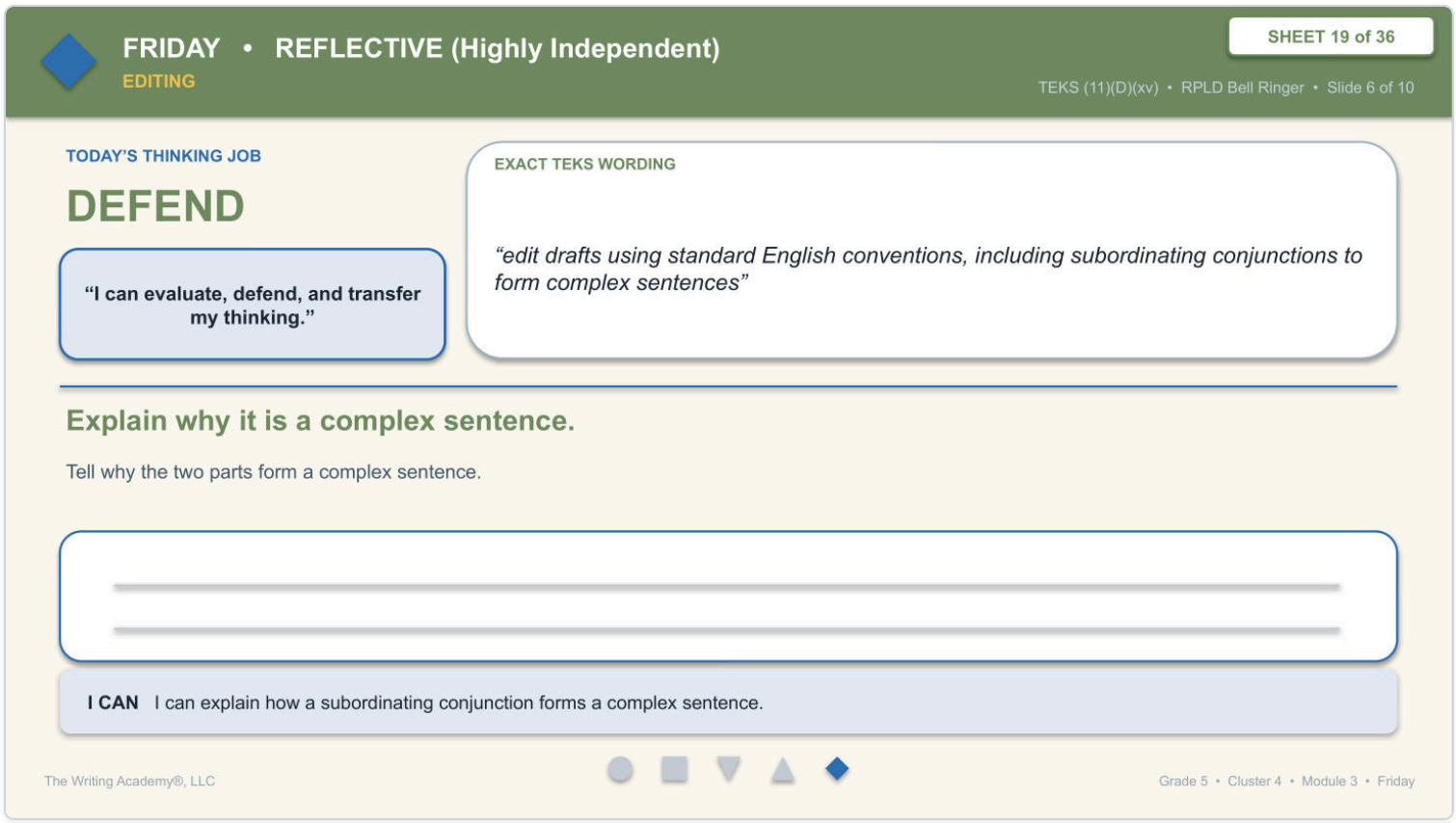
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Because the soil stayed wet cannot stand alone, so the subordinating conjunction joins it to a complete idea to make a complex sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Because the soil stayed wet cannot stand alone, so the subordinating conjunction joins it to a complete idea to make a complex sentence.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xv) • Complex Sentences

SHEET 19 of 36

Slide 7 of 10

Complete the **subordinating conjunctions and complex sentences** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xv) edit drafts using standard English conventions, including **subordinating conjunctions to form complex sentences**	"Because the soil stayed wet, the roots rotted." *Because begins a part that cannot stand alone, joining it to a complete idea to form a complex sentence.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 19 of 36, and complete the (11)(D)(xv) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Because begins a part that cannot stand alone, joining it to a complete idea to form a complex sentence.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xv) • Complex Sentences

SHEET 19 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The subordinating conjunction is Because; it begins the part that cannot stand alone. Emergent, “Although” is correct because it shows the plants weakened in spite of the daily watering. Visible, “When the soil was too wet, the plants suffered.” When joins the two ideas. Independent, Sample: “After Kendrix watered less, the plants recovered.” After forms a complex sentence. Reflective, Because the soil stayed wet cannot stand alone, so the subordinating conjunction joins it to a complete idea to make a complex sentence.*

ANSWER KEY: The subordinating conjunction is Because; it begins the part that cannot stand alone. · “Although” is correct because it shows the plants weakened in spite of the daily watering. · “When the soil was too wet, the plants suffered.” When joins the two ideas. · Sample: “After Kendrix watered less, the plants recovered.” After forms a complex sentence. · Because the soil stayed wet cannot stand alone, so the subordinating conjunction joins it to a complete idea to make a complex sentence.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xv) • Complex Sentences

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.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The plants recovered they got less water. Now, what is the correct way to write sentence 1 as a complex sentence?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xv) • Complex Sentences

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, The plants recovered after they got less water. The subordinating conjunction after joins the two ideas into a complex sentence that shows how they connect."

▸ *Walk through why the other choices are traps.*

"The other choices leave a run-on, two separate sentences, or a comma splice instead of a complex sentence."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, The plants recovered after they got less water.

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

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EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Commas in Complex Sentences

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

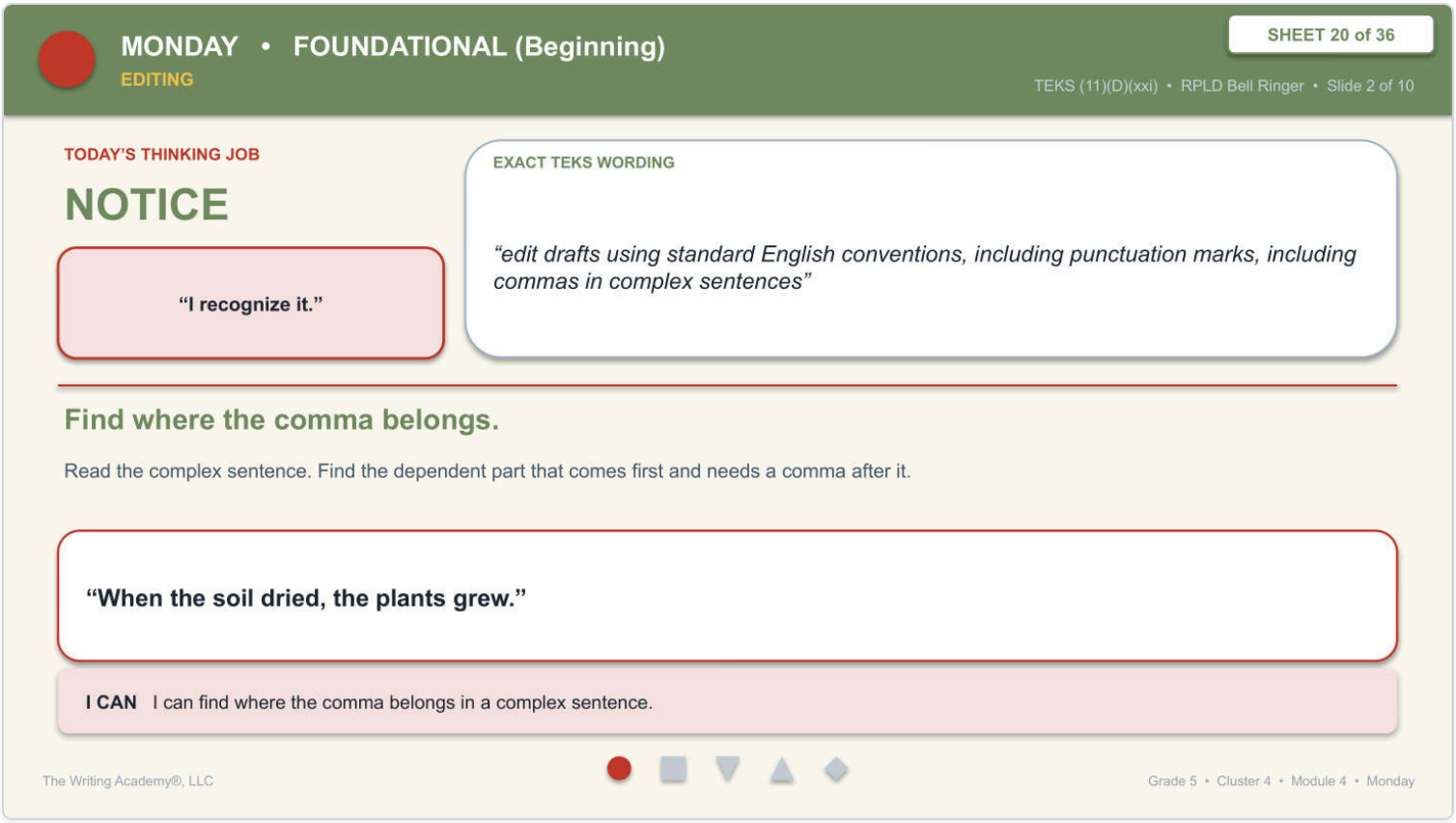
"This week, our editing focus is commas in complex sentences, the standard says: 'edit drafts using standard English conventions, including punctuation marks, including commas in complex sentences.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: commas in complex sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Commas in Complex Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find where the comma belongs. Read the complex sentence. Find the dependent part that comes first and needs a comma after it."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'When the soil dried, the plants grew.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The comma belongs after dried, where the first dependent part ends.

(11)(D)(xxi) · Commas in Complex Sentences · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The comma belongs after dried, where the first dependent part ends.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "commas in complex sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when commas in complex sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 20 of 36

TEKS (11)(D)(xxi) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two versions are offered. Choose the one with the comma in the right place."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'After the rain stopped (the / , the) garden recovered.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ", the" is correct because a comma follows a dependent part that comes first.

(11)(D)(xxi) · Commas in Complex Sentences · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, ", the" is correct because a comma follows a dependent part that comes first.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

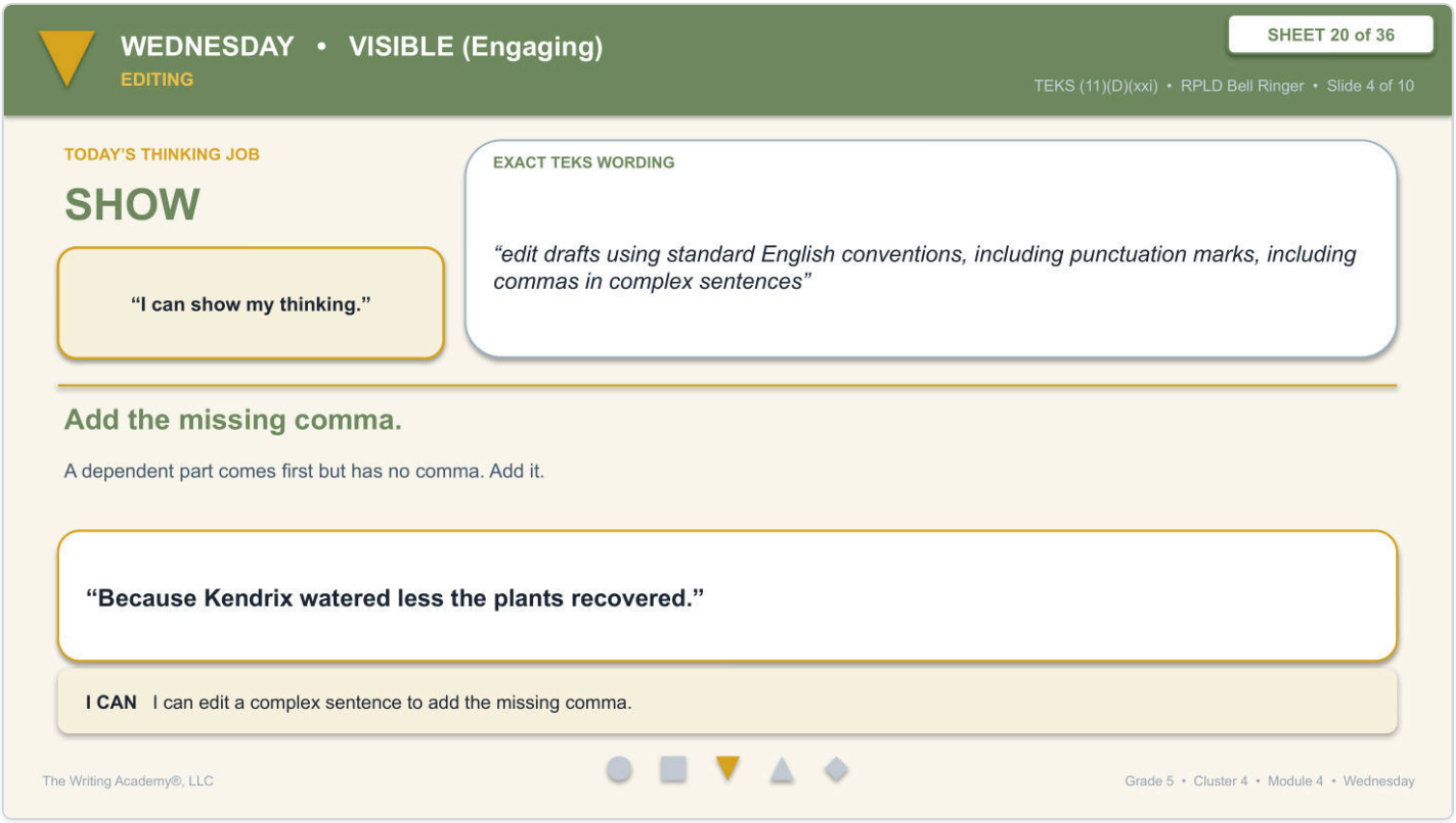
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A dependent part comes first but has no comma. Add it."

"Read this with me: 'Because Kendrix watered less the plants recovered.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Because Kendrix watered less, the plants recovered." The comma is added after the dependent part.

(11)(D)(xxi) · Commas in Complex Sentences · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Because Kendrix watered less, the plants recovered." The comma is added after the dependent part.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

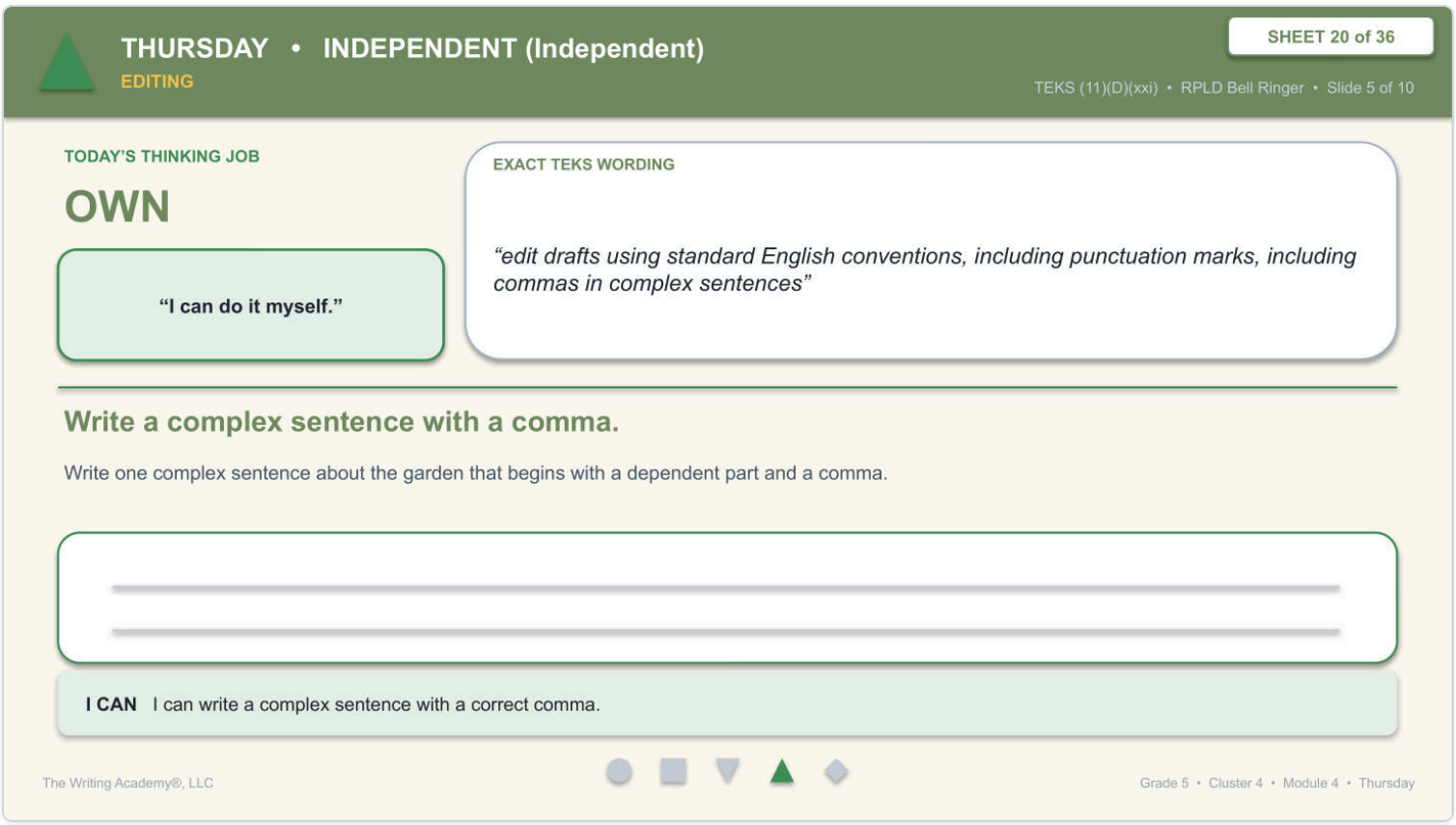
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one complex sentence about the garden that begins with a dependent part and a comma."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Although the garden struggled, Kendrix did not give up." The comma follows the first part.

(11)(D)(xxi) · Commas in Complex Sentences · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Although the garden struggled, Kendrix did not give up." The comma follows the first part.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including commas in 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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The dependent part comes first, so a comma shows where it ends and the complete idea begins.

(11)(D)(xxi) · Commas in Complex Sentences · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The dependent part comes first, so a comma shows where it ends and the complete idea begins.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxi) • Commas in Complex Sentences

SHEET 20 of 36

Slide 7 of 10

Complete the **commas in complex sentences** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxi) edit drafts using standard English conventions, including **commas in complex sentences**	"When the soil dried, the plants grew." *The dependent part comes first, so a comma follows it before the complete idea.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 20 of 36, and complete the (11)(D)(xxi) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The dependent part comes first, so a comma follows it before the complete idea.

(11)(D)(xxi) · Commas in Complex Sentences · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxi) • Commas in Complex Sentences

SHEET 20 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▸ *Walk through the answers together and have students self-check and correct: Foundational, The comma belongs after dried, where the first dependent part ends. Emergent, ", the" is correct because a comma follows a dependent part that comes first. Visible, "Because Kendrix watered less, the plants recovered." The comma is added after the dependent part. Independent, Sample: "Although the garden struggled, Kendrix did not give up." The comma follows the first part. Reflective, The dependent part comes first, so a comma shows where it ends and the complete idea begins.*

ANSWER KEY: The comma belongs after dried, where the first dependent part ends. · ", the" is correct because a comma follows a dependent part that comes first. · "Because Kendrix watered less, the plants recovered." The comma is added after the dependent part. · Sample: "Although the garden struggled, Kendrix did not give up." The comma follows the first part. · The dependent part comes first, so a comma shows where it ends and the complete idea begins.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxi) • Commas in Complex Sentences

SHEET 20 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: When the soil finally dried the plants began to grow. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D)(xxi) · Commas in Complex Sentences · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxi) • Commas in Complex Sentences

SHEET 20 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma after dried. The dependent part When the soil finally dried comes first, so a comma follows it before the complete idea."

▸ *Walk through why the other choices are traps.*

"Plants is a correct plural. Grow is correct after began to. The comma is missing, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma after dried

(11)(D)(xxi) · Commas in Complex Sentences · Sheet 20 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Abbreviations

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is capitalize abbreviations, the standard says: 'edit drafts using standard English conventions, including capitalization of abbreviations.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: capitalize abbreviations, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Abbreviations slide deck · student Editing Tracking Sheets · highlighters/pencils.

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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."

I CAN I can find a capitalized abbreviation.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the abbreviation. Read the sentence. Find the shortened word that stands for a capitalized word."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Gen. Washington led the meeting.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The abbreviation is Gen.; it stands for General and keeps the capital.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The abbreviation is Gen.; it stands for General and keeps the capital.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalize abbreviations" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize abbreviations is correct, it is one of the things editors always check.

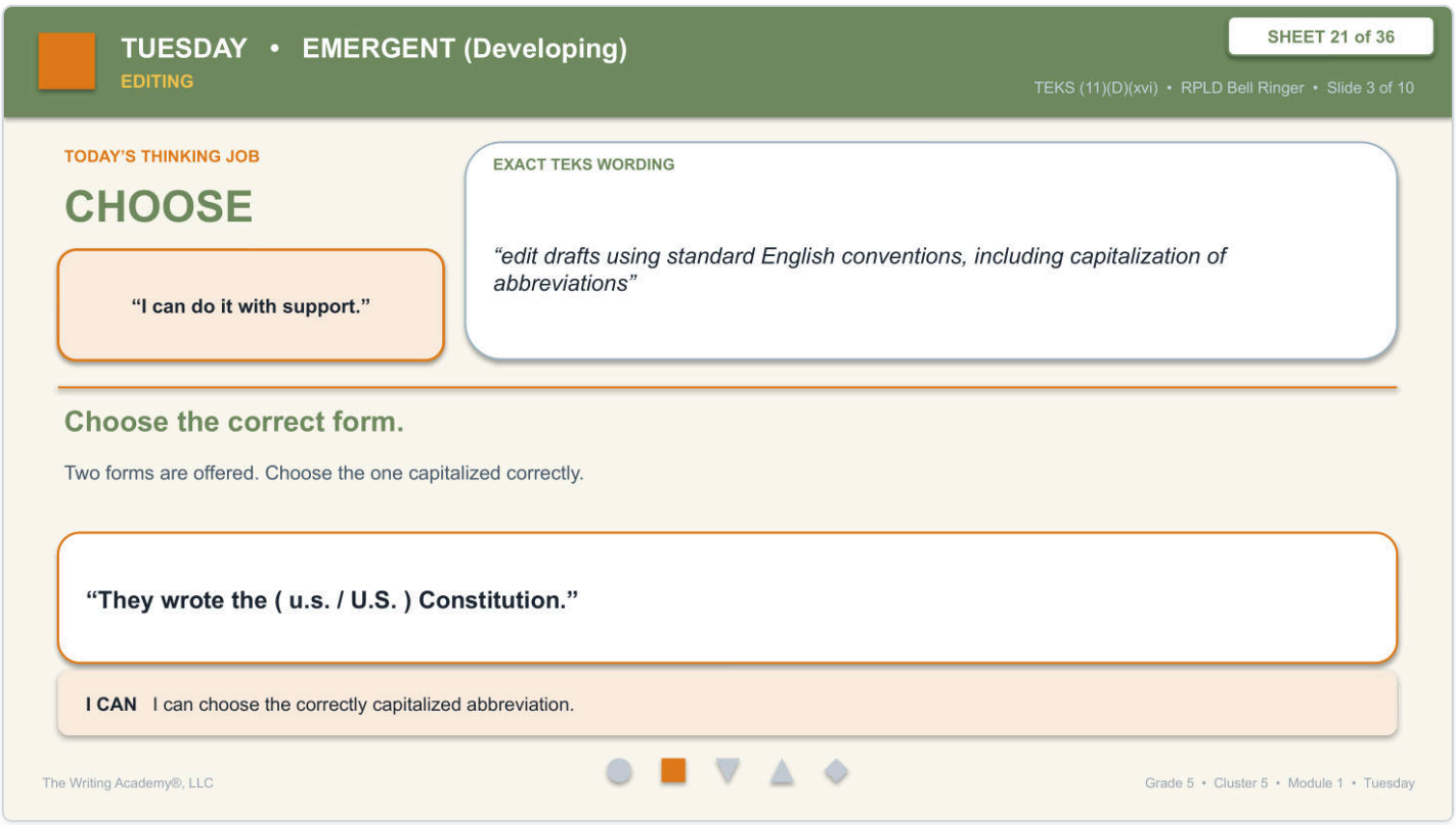
RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

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TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'They wrote the (u.s. / U.S.) Constitution.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "U.S." is correct because it stands for the capitalized United States.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "U.S." is correct because it stands for the capitalized United States.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

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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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. An abbreviation is missing its capital. Fix it."

"Read this with me: 'The meeting began in sept. 1787.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The meeting began in Sept. 1787." Sept. is the abbreviation of September, so it is capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The meeting began in Sept. 1787." Sept. is the abbreviation of September, so it is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

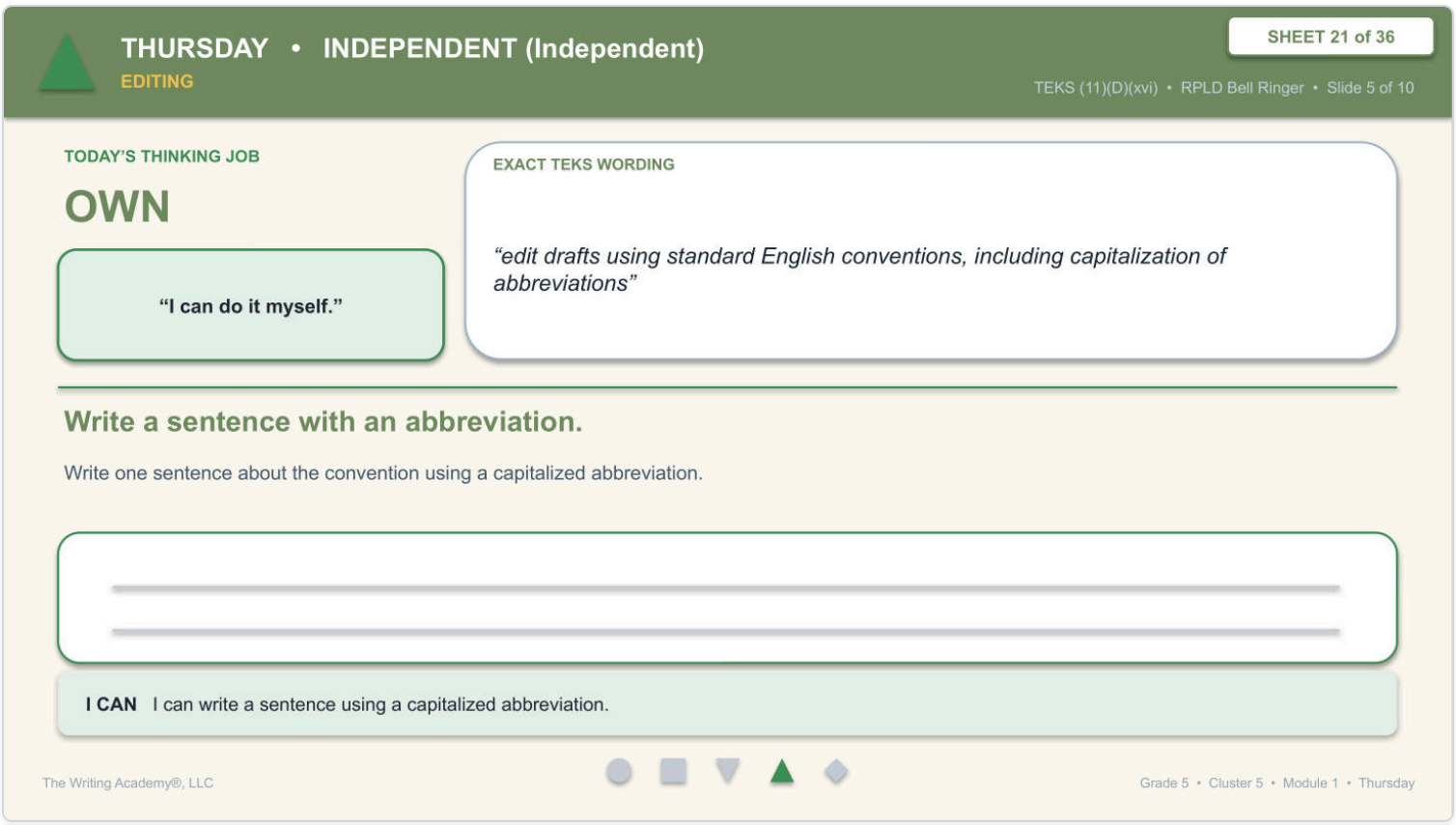
RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.

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TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the convention using a capitalized abbreviation."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Gen. Washington guided the delegates." The abbreviation is capitalized.

(11)(D)(xvi) · Capitalize Abbreviations · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Gen. Washington guided the delegates." The abbreviation is capitalized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

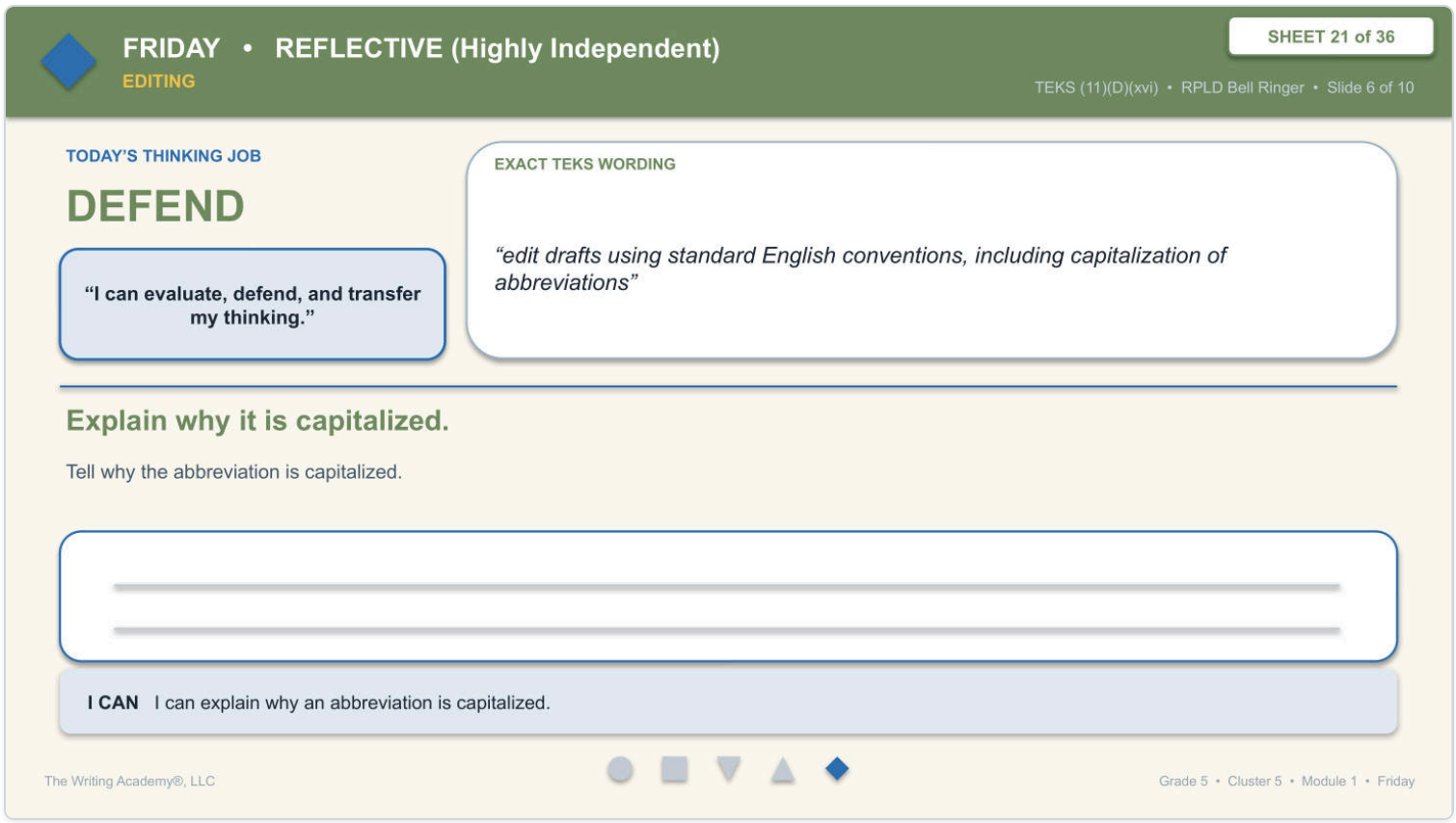
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Gen. stands for General, a capitalized title, so the abbreviation keeps the capital.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Gen. stands for General, a capitalized title, so the abbreviation keeps the capital.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xvi) • Capitalize Abbreviations

SHEET 21 of 36

Slide 7 of 10

Complete the **capitalization of abbreviations** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xvi) edit drafts using standard English conventions, including **capitalization of abbreviations**	"**Gen.** Washington led the meeting." *Gen. is the abbreviation of General, so it keeps the capital letter.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 21 of 36, and complete the (11)(D)(xvi) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Gen. is the abbreviation of General, so it keeps the capital letter.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

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ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xvi) • Capitalize Abbreviations

SHEET 21 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The abbreviation is Gen.; it stands for General and keeps the capital. Emergent, “U.S.” is correct because it stands for the capitalized United States. Visible, “The meeting began in Sept. 1787.” Sept. is the abbreviation of September, so it is capitalized. Independent, Sample: “Gen. Washington guided the delegates.” The abbreviation is capitalized. Reflective, Gen. stands for General, a capitalized title, so the abbreviation keeps the capital.*

ANSWER KEY: The abbreviation is Gen.; it stands for General and keeps the capital. · “U.S.” is correct because it stands for the capitalized United States. · “The meeting began in Sept. 1787.” Sept. is the abbreviation of September, so it is capitalized. · Sample: “Gen. Washington guided the delegates.” The abbreviation is capitalized. · Gen. stands for General, a capitalized title, so the abbreviation keeps the capital.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xvi) • Capitalize Abbreviations

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The delegates finished in sept. of 1787. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xvi) • Capitalize Abbreviations

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change sept. to Sept. Sept. is the abbreviation of September, a capitalized word, so it must be capitalized."

▸ *Walk through why the other choices are traps.*

"Delegates is a correct plural. Finished is the correct past tense. There is an error to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change sept. to Sept.

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

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EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Initials

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is capitalize initials, the standard says: 'edit drafts using standard English conventions, including capitalization of initials.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: capitalize initials, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Initials slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 21 of 36

TEKS (11)(D)(xvii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of initials"

Find the initial.

Read the sentence. Find the single capital letter that stands for a name.

"J. Madison took careful notes."

I CAN I can find a capitalized initial.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the initial. Read the sentence. Find the single capital letter that stands for a name."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'J. Madison took careful notes.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The initial is J.; it stands for a name and is capitalized.

(11)(D)(xvii) · Capitalize Initials · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The initial is J.; it stands for a name and is capitalized.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalize initials" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize initials is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 21 of 36

TEKS (11)(D)(xvii) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The notes were written by (j. / J.) Madison.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "J." is correct because an initial stands for a proper name.

(11)(D)(xvii) · Capitalize Initials · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "J." is correct because an initial stands for a proper name.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. An initial is missing its capital. Fix it."

"Read this with me: 'The plan came from g. Washington.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The plan came from G. Washington." The initial G. is capitalized.

(11)(D)(xvii) · Capitalize Initials · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The plan came from G. Washington." The initial G. is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

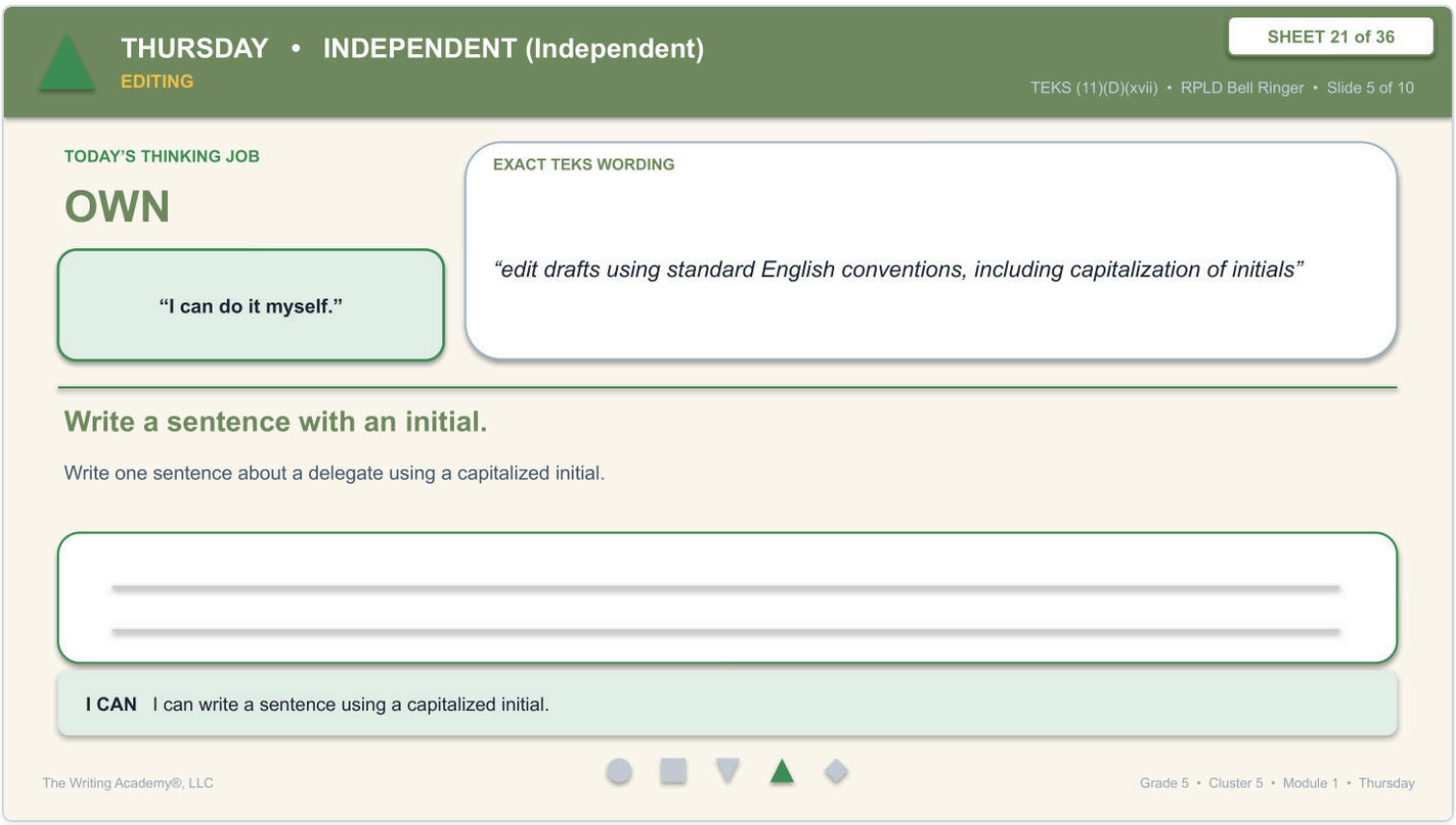
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a delegate using a capitalized initial."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The idea belonged to J. Madison." The initial is capitalized.

(11)(D)(xvii) · Capitalize Initials · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The idea belonged to J. Madison." The initial is capitalized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

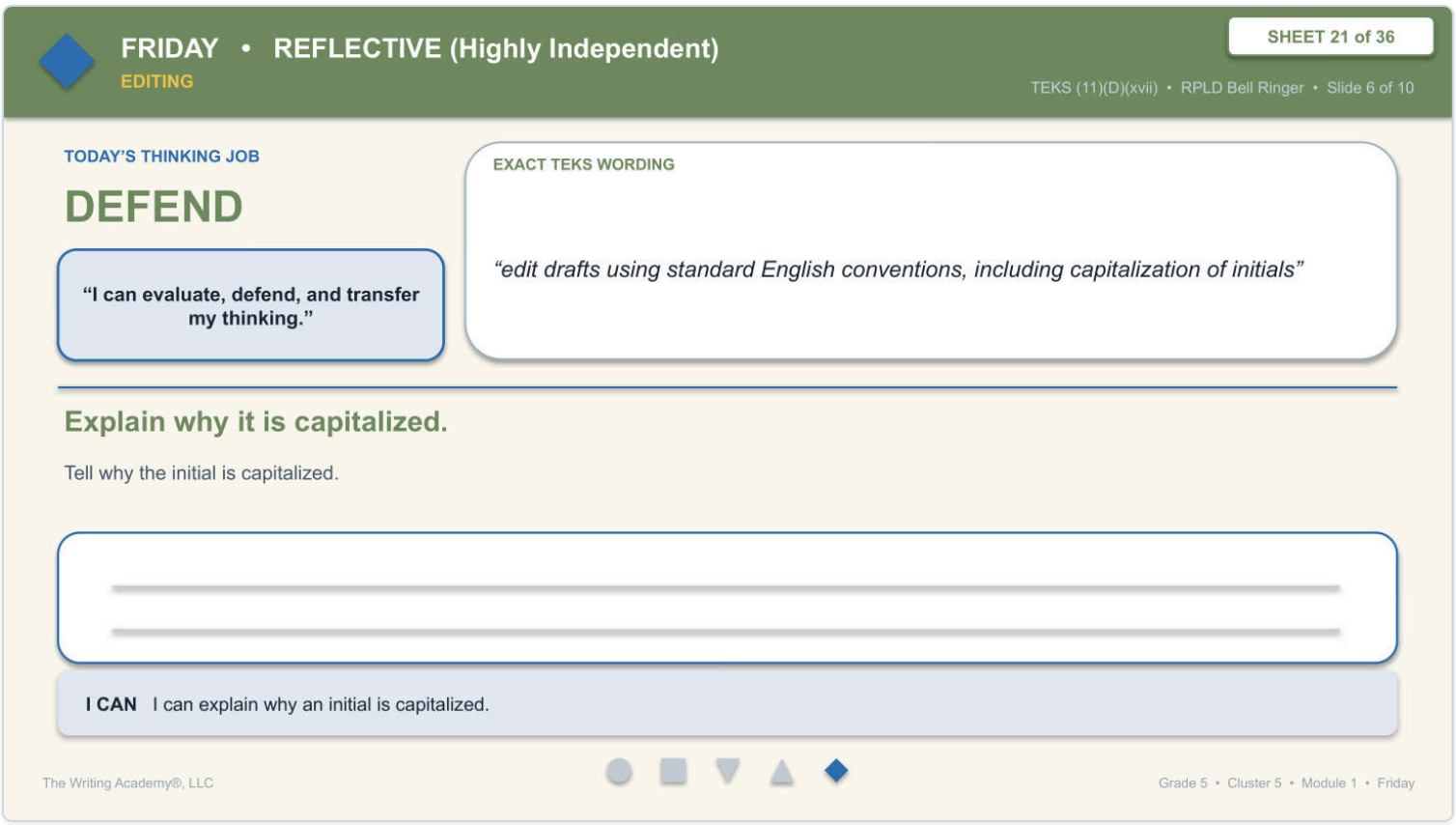
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The initial J. stands for the name James, a proper noun, so it is always a capital letter.

(11)(D)(xvii) · Capitalize Initials · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The initial J. stands for the name James, a proper noun, so it is always a capital letter.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xvii) • Capitalize Initials

SHEET 21 of 36

Slide 7 of 10

Complete the **capitalization of initials** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xvii) edit drafts using standard English conventions, including **capitalization of initials**	"**J.** Madison took careful notes." *J. is an initial standing for James, so it is a capital letter with a period.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 21 of 36, and complete the (11)(D)(xvii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, J. is an initial standing for James, so it is a capital letter with a period.

(11)(D)(xvii) · Capitalize Initials · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xvii) • Capitalize Initials

SHEET 21 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The initial is J.; it stands for a name and is capitalized. Emergent, “J.” is correct because an initial stands for a proper name. Visible, “The plan came from G. Washington.” The initial G. is capitalized. Independent, Sample: “The idea belonged to J. Madison.” The initial is capitalized. Reflective, The initial J. stands for the name James, a proper noun, so it is always a capital letter.*

ANSWER KEY: The initial is J.; it stands for a name and is capitalized. · “J.” is correct because an initial stands for a proper name. · “The plan came from G. Washington.” The initial G. is capitalized. · Sample: “The idea belonged to J. Madison.” The initial is capitalized. · The initial J. stands for the name James, a proper noun, so it is always a capital letter.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xvii) • Capitalize Initials

SHEET 21 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The careful notes were kept by j. Madison. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xvii) • Capitalize Initials

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change j. to J. The initial j. stands for a proper name, so it must be a capital letter, J."

▸ *Walk through why the other choices are traps.*

"Notes is a correct plural. Kept is the correct past tense. There is an error to fix, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change j. to J.

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Acronyms

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is capitalize acronyms, the standard says: 'edit drafts using standard English conventions, including capitalization of acronyms.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: capitalize acronyms, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Acronyms slide deck · student Editing Tracking Sheets · highlighters/pencils.

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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."

I CAN I can find an acronym.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the acronym. Read the sentence. Find the group of capital letters that stands for several words."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The delegates created the U.S.A.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The acronym is U.S.A.; each letter stands for a word, so it is all capitals.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The acronym is U.S.A.; each letter stands for a word, so it is all capitals.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalize acronyms" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize acronyms is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

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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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one written in capitals."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'They built the government of the (u.s.a. / U.S.A.).'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "U.S.A." is correct because each letter stands for a capitalized word.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "U.S.A." is correct because each letter stands for a capitalized word.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. An acronym is not in capitals. Fix it."

"Read this with me: 'The leaders shaped the u.s. government.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The leaders shaped the U.S. government." The acronym is written in capitals.

(11)(D)(xviii) · Capitalize Acronyms · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The leaders shaped the U.S. government." The acronym is written in capitals.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

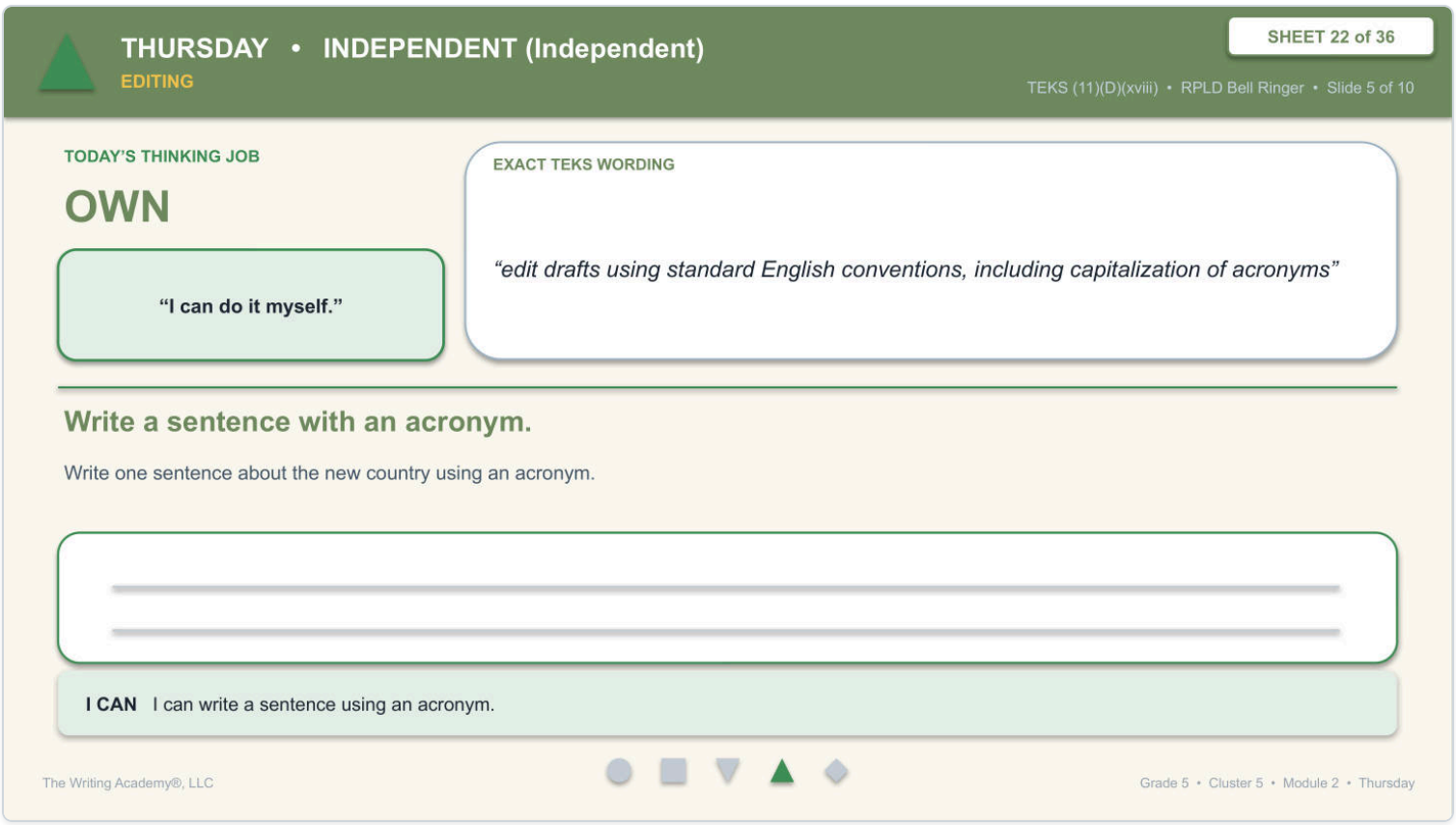
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the new country using an acronym."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The delegates helped form the U.S.A." The acronym is capitalized.

(11)(D)(xviii) · Capitalize Acronyms · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The delegates helped form the U.S.A." The acronym is capitalized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

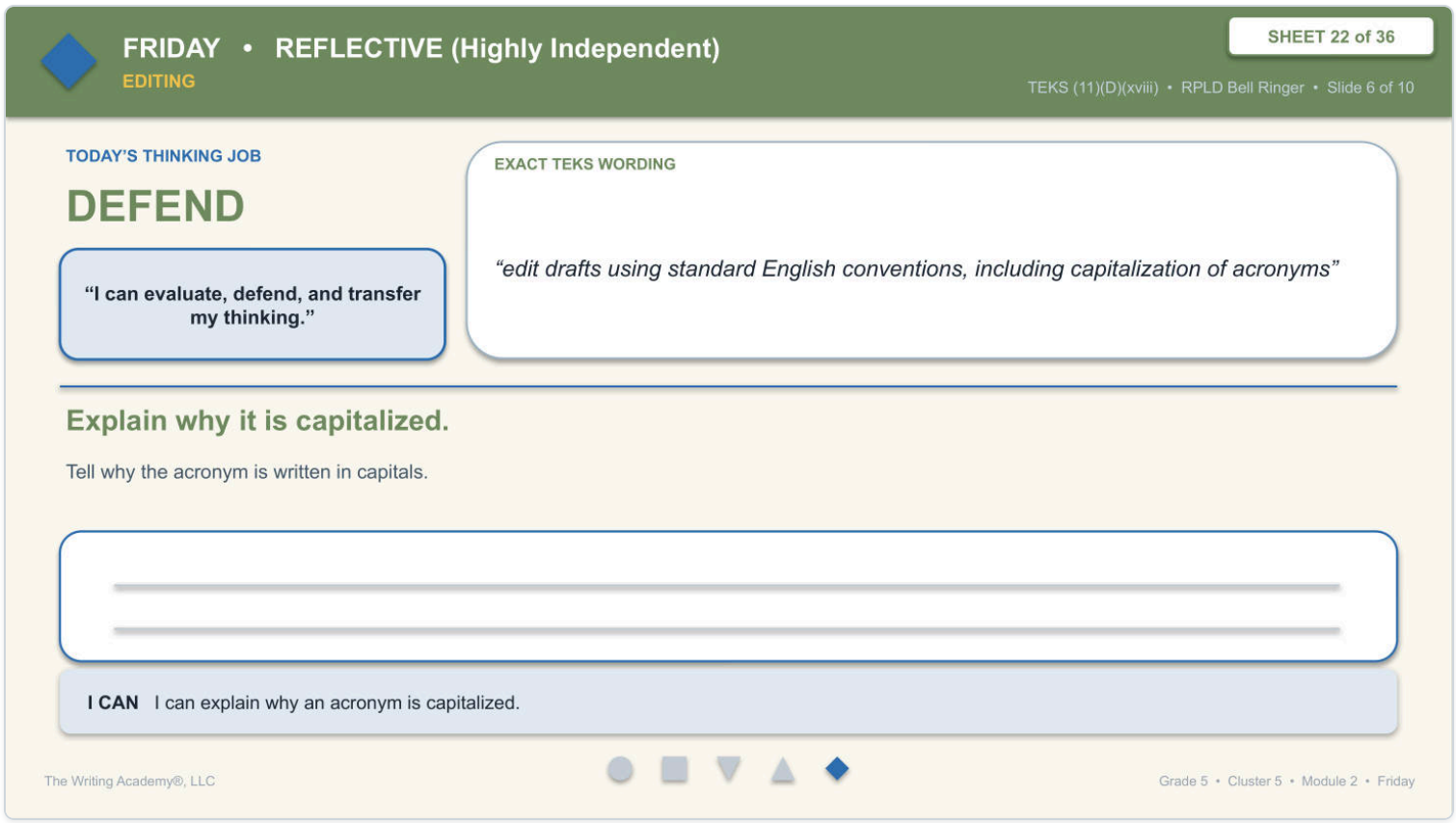
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Each letter in U.S.A. stands for a capitalized word, so the whole acronym is written in capitals.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Each letter in U.S.A. stands for a capitalized word, so the whole acronym is written in capitals.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xviii) • Capitalize Acronyms

SHEET 22 of 36

Slide 7 of 10

Complete the **capitalization of acronyms** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xviii) edit drafts using standard English conventions, including **capitalization of acronyms**	"The delegates created the **U.S.A.**" *U.S.A. is an acronym for United States of America, so every letter is capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 22 of 36, and complete the (11)(D)(xviii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, U.S.A. is an acronym for United States of America, so every letter is capitalized.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xviii) • Capitalize Acronyms

SHEET 22 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⏱ ~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The acronym is U.S.A.; each letter stands for a word, so it is all capitals. Emergent, “U.S.A.” is correct because each letter stands for a capitalized word. Visible, “The leaders shaped the U.S. government.” The acronym is written in capitals. Independent, Sample: “The delegates helped form the U.S.A.” The acronym is capitalized. Reflective, Each letter in U.S.A. stands for a capitalized word, so the whole acronym is written in capitals.*

ANSWER KEY: The acronym is U.S.A.; each letter stands for a word, so it is all capitals. · “U.S.A.” is correct because each letter stands for a capitalized word. · “The leaders shaped the U.S. government.” The acronym is written in capitals. · Sample: “The delegates helped form the U.S.A.” The acronym is capitalized. · Each letter in U.S.A. stands for a capitalized word, so the whole acronym is written in capitals.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xviii) • Capitalize Acronyms

SHEET 22 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The convention created a new government for the u.s.a. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xviii) • Capitalize Acronyms

SHEET 22 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change u.s.a. to U.S.A. U.S.A. is an acronym whose letters stand for capitalized words, so it must be written in capitals."

▸ *Walk through why the other choices are 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."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change u.s.a. to U.S.A.

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including capitalization of 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Capitalize Organizations

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is capitalize organizations, the standard says: 'edit drafts using standard English conventions, including capitalization of organizations.'"

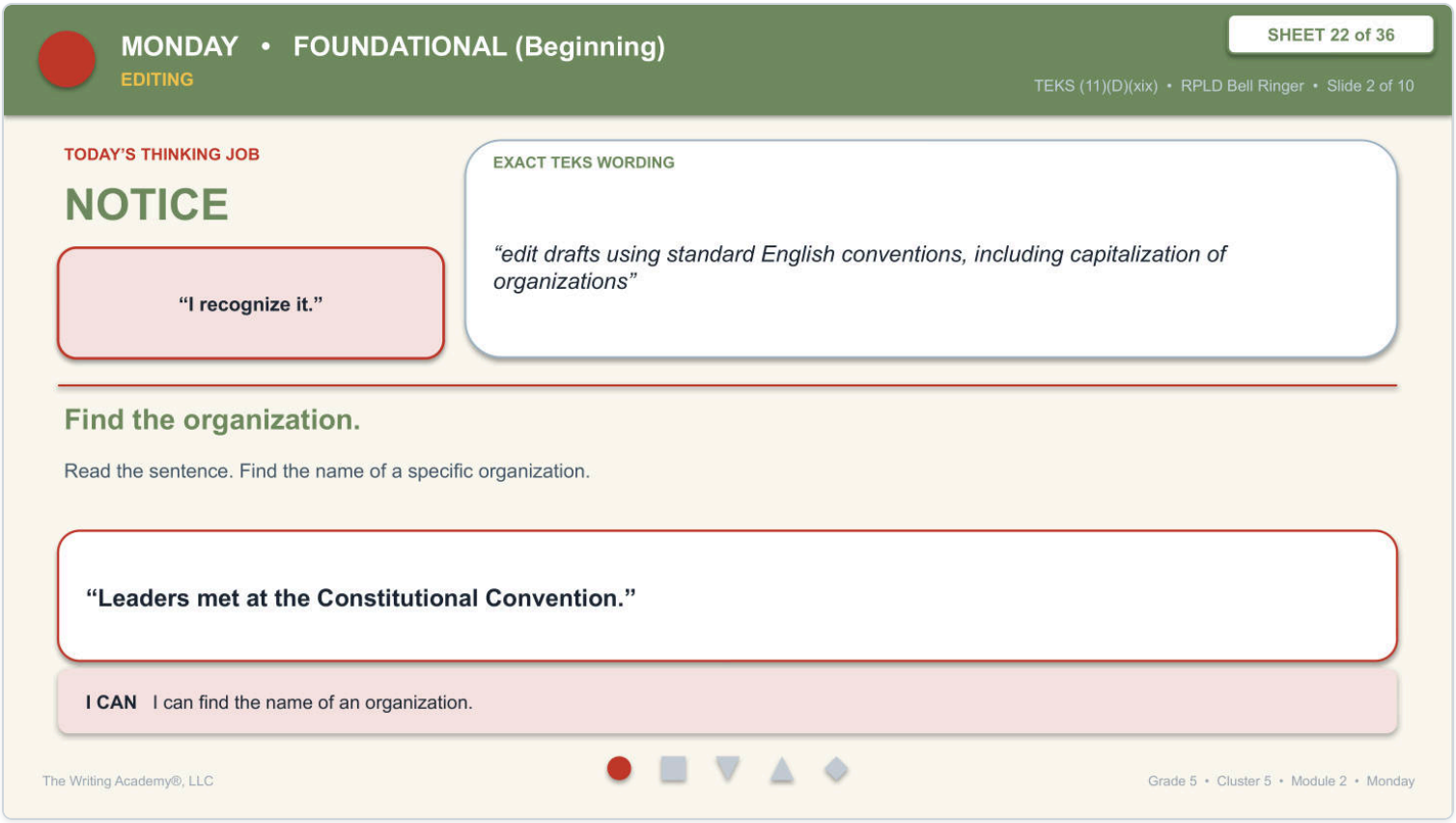
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: capitalize organizations, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Capitalize Organizations slide deck · student Editing Tracking Sheets · highlighters/pencils.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the organization. Read the sentence. Find the name of a specific organization."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Leaders met at the Constitutional Convention.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The organization is the Constitutional Convention; it names a specific group and is capitalized.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The organization is the Constitutional Convention; it names a specific group and is capitalized.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "capitalize organizations" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when capitalize organizations is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 22 of 36

TEKS (11)(D)(xix) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two forms are offered. Choose the one capitalized correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The new plan created (congress / Congress).'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "Congress" is correct because it names one specific organization.

(11)(D)(xix) · Capitalize Organizations · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Congress" is correct because it names one specific organization.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

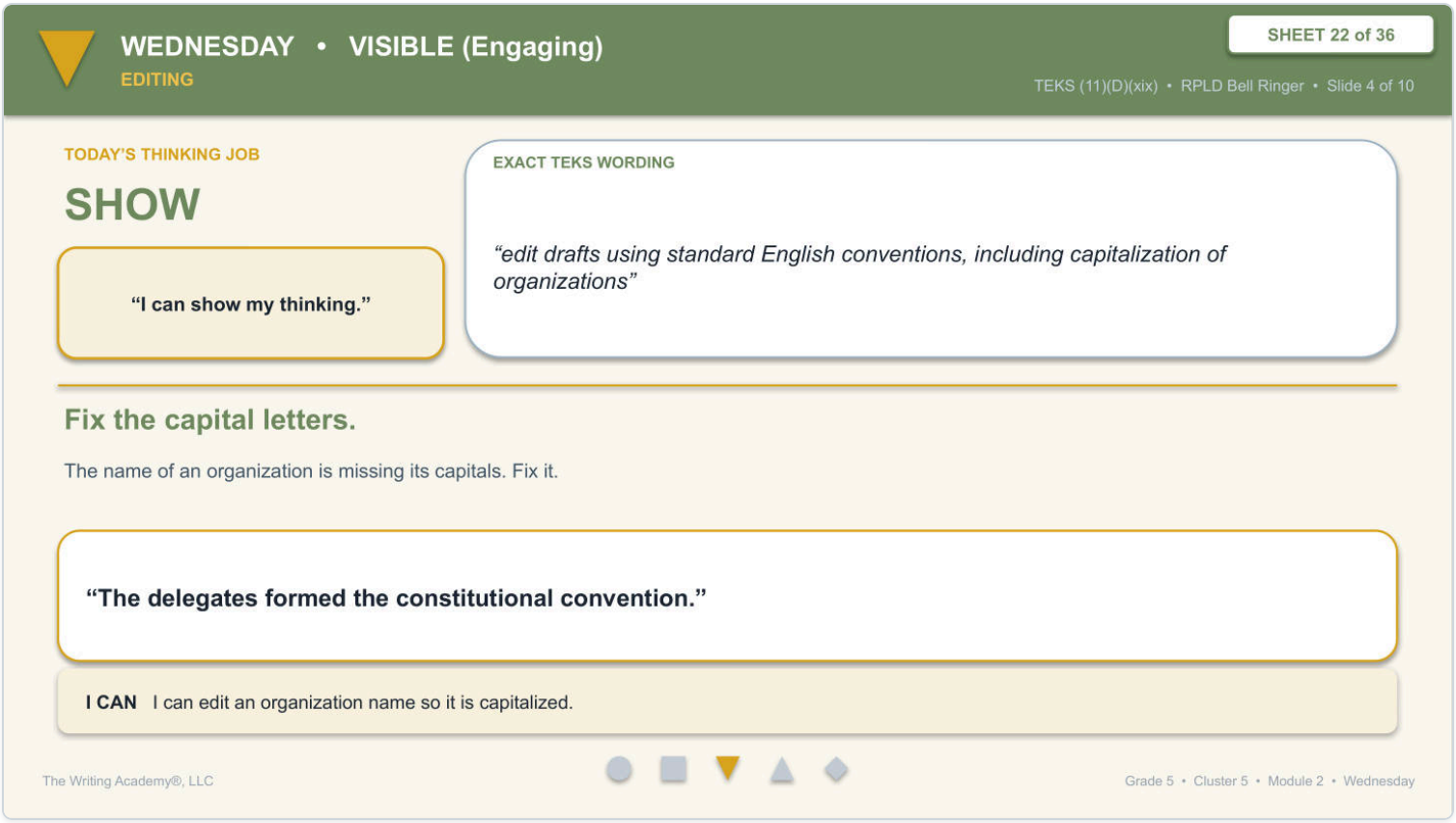
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The name of an organization is missing its capitals. Fix it."

"Read this with me: 'The delegates formed the constitutional convention.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The delegates formed the Constitutional Convention." The organization name is capitalized.

(11)(D)(xix) · Capitalize Organizations · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The delegates formed the Constitutional Convention." The organization name is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

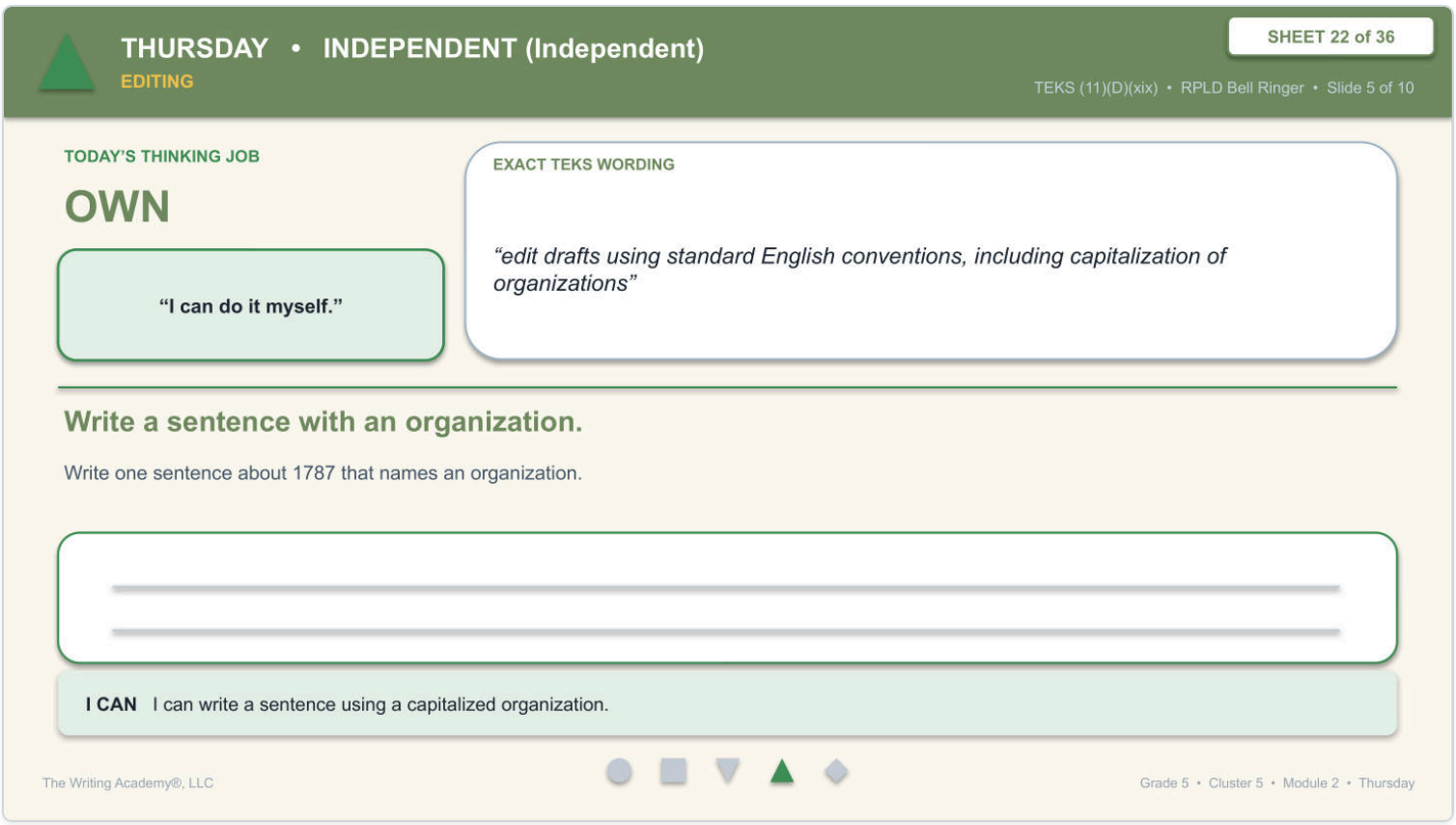
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about 1787 that names an organization."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The delegates at the Constitutional Convention reached a compromise." The organization is capitalized.

(11)(D)(xix) · Capitalize Organizations · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The delegates at the Constitutional Convention reached a compromise." The organization is capitalized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including capitalization of organizations"

Explain why it is capitalized.

Tell why the organization name is capitalized.

I CAN I can explain why an organization name is capitalized.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Congress is the specific name of one organization, so it is capitalized like a proper noun.

(11)(D)(xix) · Capitalize Organizations · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Congress is the specific name of one organization, so it is capitalized like a proper noun.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xix) • Capitalize Organizations

SHEET 22 of 36

Slide 7 of 10

Complete the **capitalization of organizations** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xix) edit drafts using standard English conventions, including **capitalization of organizations**	"Leaders met at the **Constitutional Convention**." *Constitutional Convention names a specific organization, so it is capitalized.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 22 of 36, and complete the (11)(D)(xix) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Constitutional Convention names a specific organization, so it is capitalized.

(11)(D)(xix) · Capitalize Organizations · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xix) • Capitalize Organizations

SHEET 22 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The organization is the Constitutional Convention; it names a specific group and is capitalized. Emergent, “Congress” is correct because it names one specific organization. Visible, “The delegates formed the Constitutional Convention.” The organization name is capitalized. Independent, Sample: “The delegates at the Constitutional Convention reached a compromise.” The organization is capitalized. Reflective, Congress is the specific name of one organization, so it is capitalized like a proper noun.*

ANSWER KEY: The organization is the Constitutional Convention; it names a specific group and is capitalized. · “Congress” is correct because it names one specific organization. · “The delegates formed the Constitutional Convention.” The organization name is capitalized. · Sample: “The delegates at the Constitutional Convention reached a compromise.” The organization is capitalized. · Congress is the specific name of one organization, so it is capitalized like a proper noun.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xix) • Capitalize Organizations

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The delegates argued for weeks at the constitutional convention. Now, what change, if any, should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xix) • Capitalize Organizations

SHEET 22 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change constitutional convention to Constitutional Convention. Constitutional Convention is the name of a specific organization, so its important words must be capitalized."

▸ *Walk through why the other choices are traps.*

"Delegates is a correct plural. Argued is the correct past tense. There is an error, so No change is needed is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change constitutional convention to Constitutional Convention

(11)(D)(xix) · Capitalize Organizations · Sheet 22 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including complete compound sentences with avoidance of splices"

WHAT DOES THIS MEAN TO ME?

When I edit, I avoid a **comma splice**, which happens when a comma alone joins two complete ideas.
Two complete ideas need a **comma and a joining word**, like and, but, or so, not just a comma.
Fixing a splice makes the boundary between my two ideas clear.

KEY IDEA

A comma splice is a **convention** error, so it wears no weather symbol.
A comma alone cannot join two complete ideas: add a joining word like **and**, **but**, or **so**.

WHERE IT APPEARS: In a 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Fixing Comma Splices

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

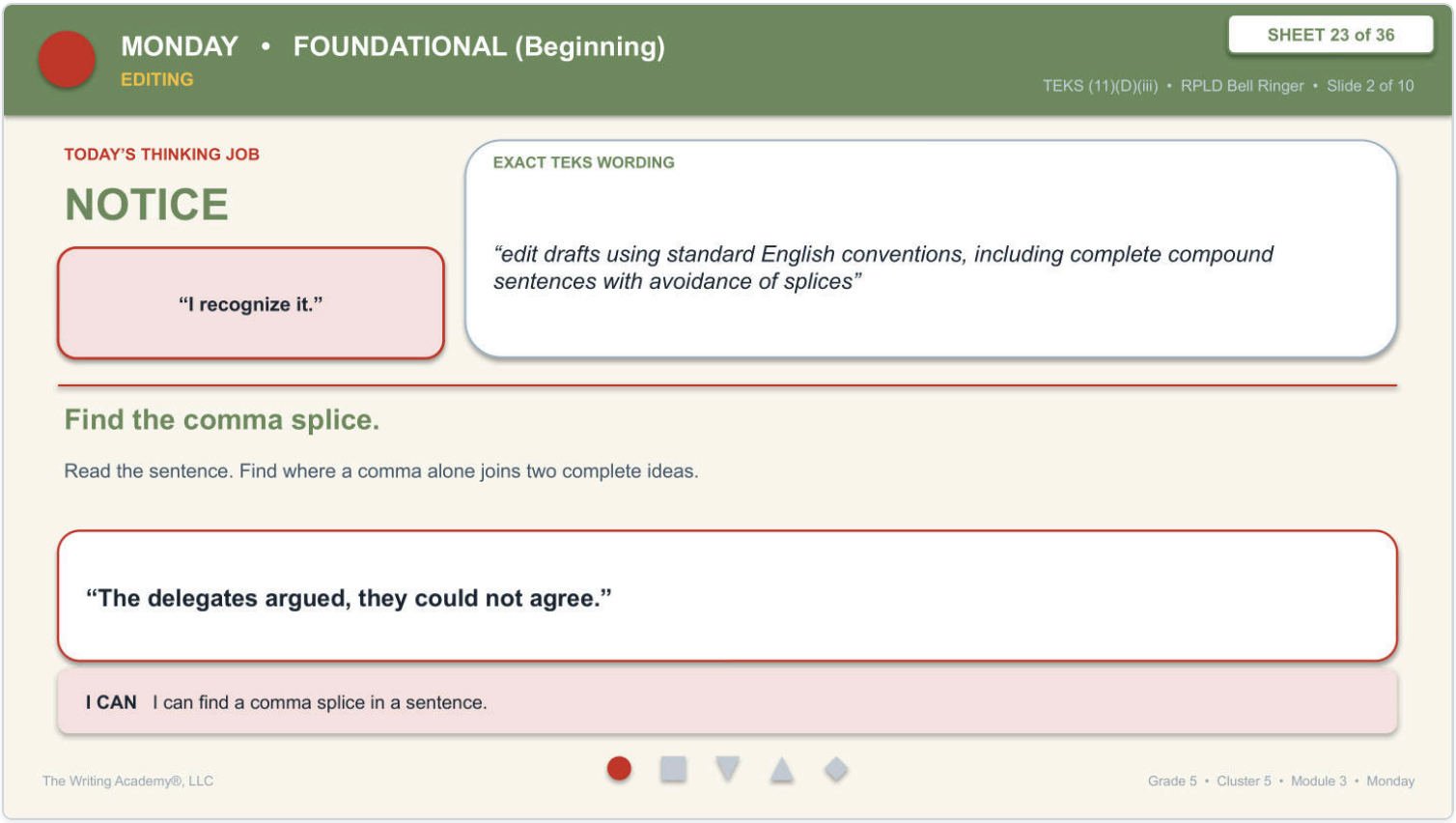
"This week, our editing focus is fixing comma splices, the standard says: 'edit drafts using standard English conventions, including complete compound sentences with avoidance of splices.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: fixing comma splices, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Fixing Comma Splices slide deck · student Editing Tracking Sheets · highlighters/pencils.



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the comma splice. Read the sentence. Find where a comma alone joins two complete ideas."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The delegates argued, they could not agree.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The comma splice joins The delegates argued and they could not agree with only a comma.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The comma splice joins The delegates argued and they could not agree with only a comma.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "fixing comma splices" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when fixing comma splices is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two versions are offered. Choose the one that joins the ideas correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The delegates argued (, / , but) they could not agree.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ", but" is correct because two complete ideas need a comma and a joining word.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, ", but" is correct because two complete ideas need a comma and a joining word.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 23 of 36

TEKS (11)(D)(iii) • RPLD Bell Ringer • Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A comma alone joins two ideas. Add a joining word to fix it."

"Read this with me: 'The debate was long, everyone felt tired.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The debate was long, and everyone felt tired." The joining word and fixes the splice.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The debate was long, and everyone felt tired." The joining word and fixes the splice.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

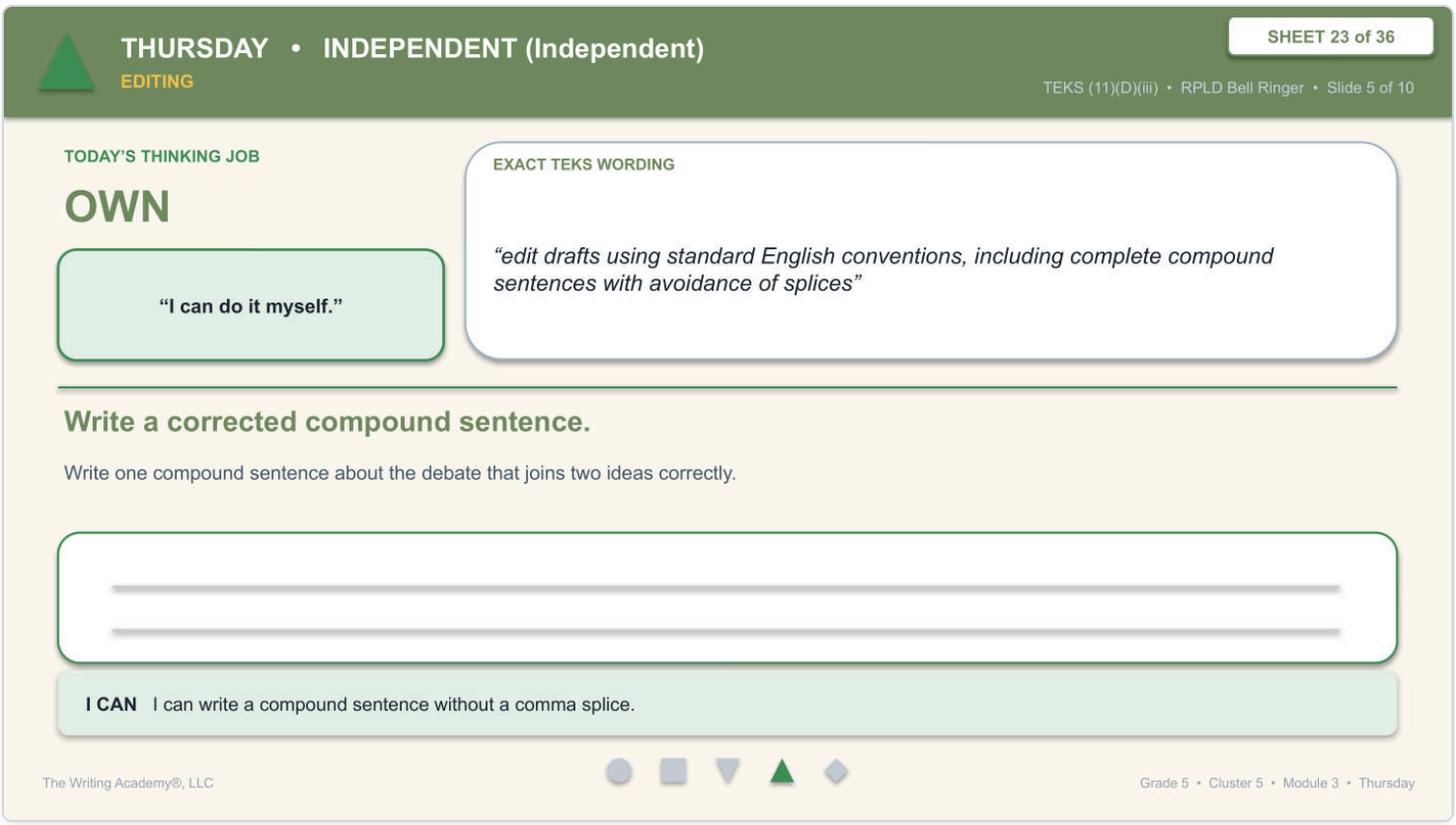
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the debate that joins two ideas correctly."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The states disagreed, but they finally compromised." The ideas join correctly.

(11)(D)(iii) · Fixing Comma Splices · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The states disagreed, but they finally compromised." The ideas join correctly.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(iii) • Fixing Comma Splices

SHEET 23 of 36

Slide 7 of 10

Complete the **avoiding comma splices** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(iii) edit drafts using standard English conventions, including **complete compound sentences with avoidance of splices**	"The delegates argued, but they could not agree." *The comma and the joining word but together connect the two complete ideas.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 23 of 36, and complete the (11)(D)(iii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The comma and the joining word but together connect the two complete ideas.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(iii) • Fixing Comma Splices

SHEET 23 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The comma splice joins The delegates argued and they could not agree with only a comma. Emergent, “, but” is correct because two complete ideas need a comma and a joining word. Visible, “The debate was long, and everyone felt tired.” The joining word and fixes the splice. Independent, Sample: “The states disagreed, but they finally compromised.” The ideas join correctly. Reflective, Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.*

ANSWER KEY: The comma splice joins The delegates argued and they could not agree with only a comma. · “, but” is correct because two complete ideas need a comma and a joining word. · “The debate was long, and everyone felt tired.” The joining word and fixes the splice. · Sample: “The states disagreed, but they finally compromised.” The ideas join correctly. · Each idea is complete, so a comma alone runs them together; a joining word shows how they connect.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(iii) • Fixing Comma Splices

SHEET 23 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The delegates debated for days, they still could not agree. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(iii) • Fixing Comma Splices

SHEET 23 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add the word but after the comma. A comma alone cannot join two complete ideas, so a joining word like but is added after the comma."

▸ *Walk through why the other choices are 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."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add the word but after the comma

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including complete compound sentences with 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Compound Sentences & Agreement

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is compound sentences & agreement, the standard says: 'edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement.'"

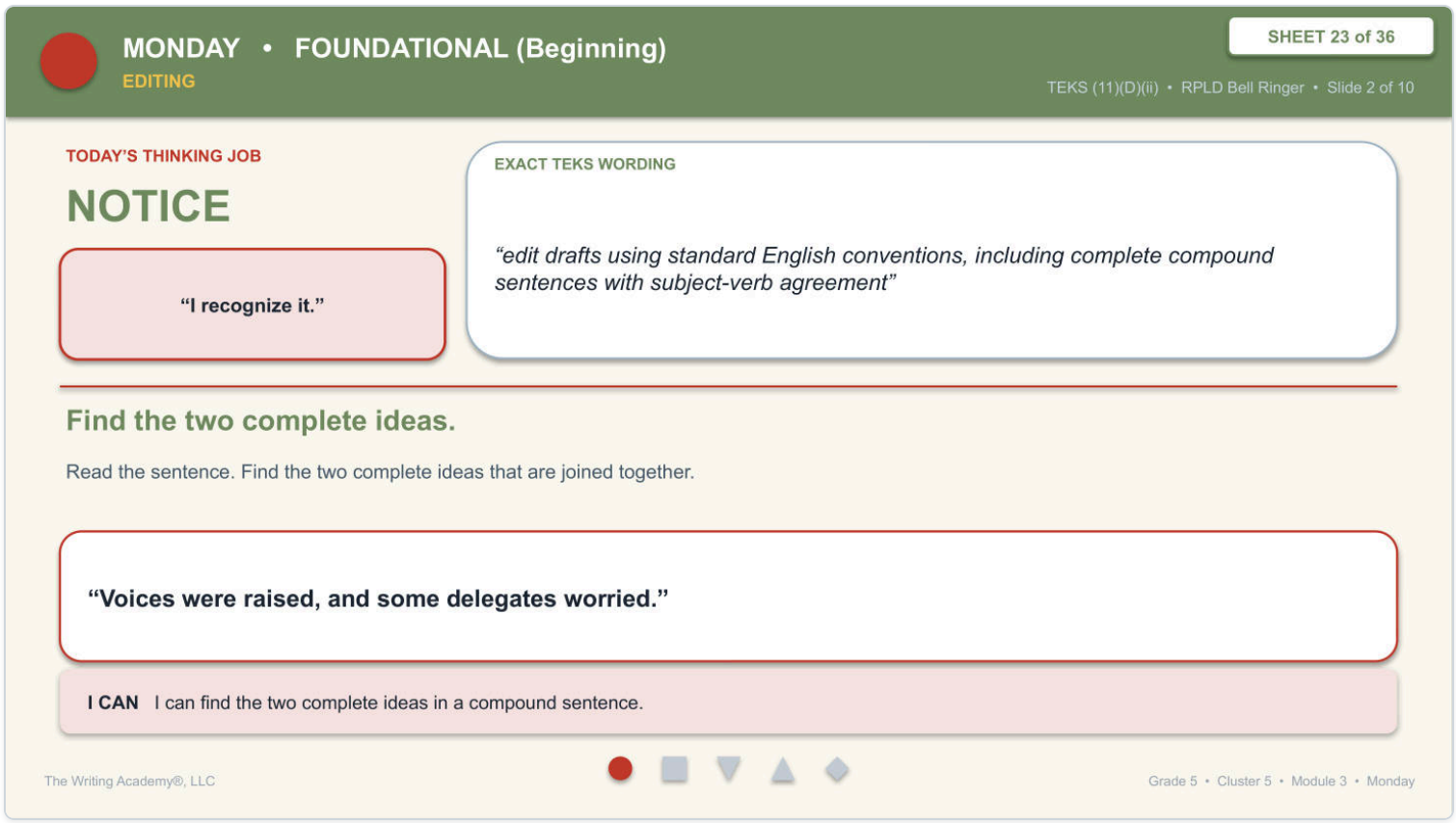
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: compound sentences & agreement, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Compound Sentences & Agreement slide deck · student Editing Tracking Sheets · highlighters/pencils.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the two complete ideas. Read the sentence. Find the two complete ideas that are joined together."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Voices were raised, and some delegates worried.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The two ideas are voices were raised and delegates worried, joined into one compound sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The two ideas are voices were raised and delegates worried, joined into one compound sentence.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "compound sentences & agreement" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when compound sentences & agreement is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 23 of 36

TEKS (11)(D)(ii) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including complete compound sentences with subject-verb agreement"

Choose the verb that agrees.

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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Choose the verb that agrees with its subject in one part."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The states disagreed, and the debate (continue / continued).'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "continued" agrees with the singular subject debate.

(11)(D)(ii) · Compound Sentences & Agreement · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "continued" agrees with the singular subject debate.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

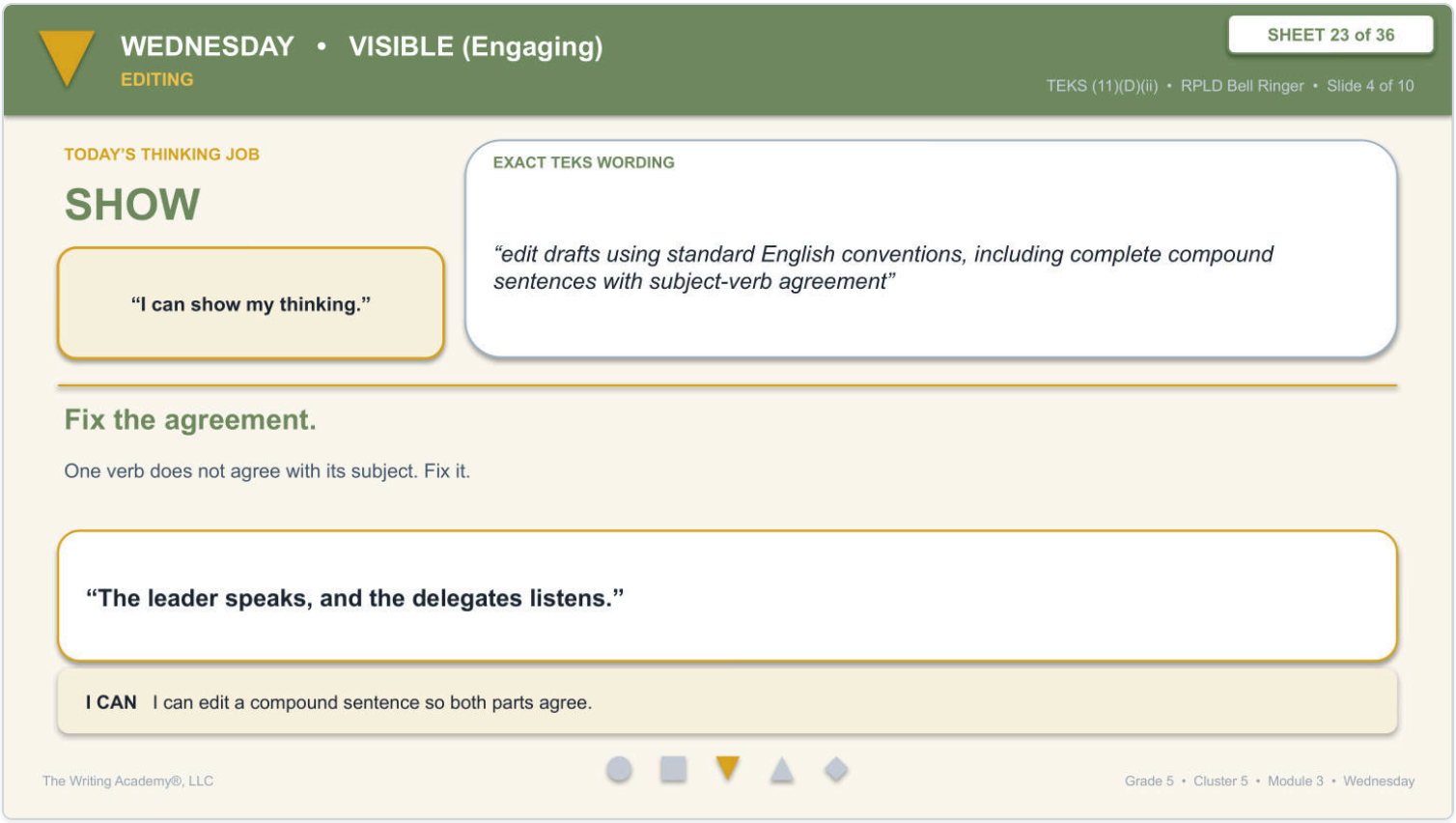
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. One verb does not agree with its subject. Fix it."

"Read this with me: 'The leader speaks, and the delegates listens.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The leader speaks, and the delegates listen." The plural subject delegates takes the plural verb listen.

(11)(D)(ii) · Compound Sentences & Agreement · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The leader speaks, and the delegates listen." The plural subject delegates takes the plural verb listen.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

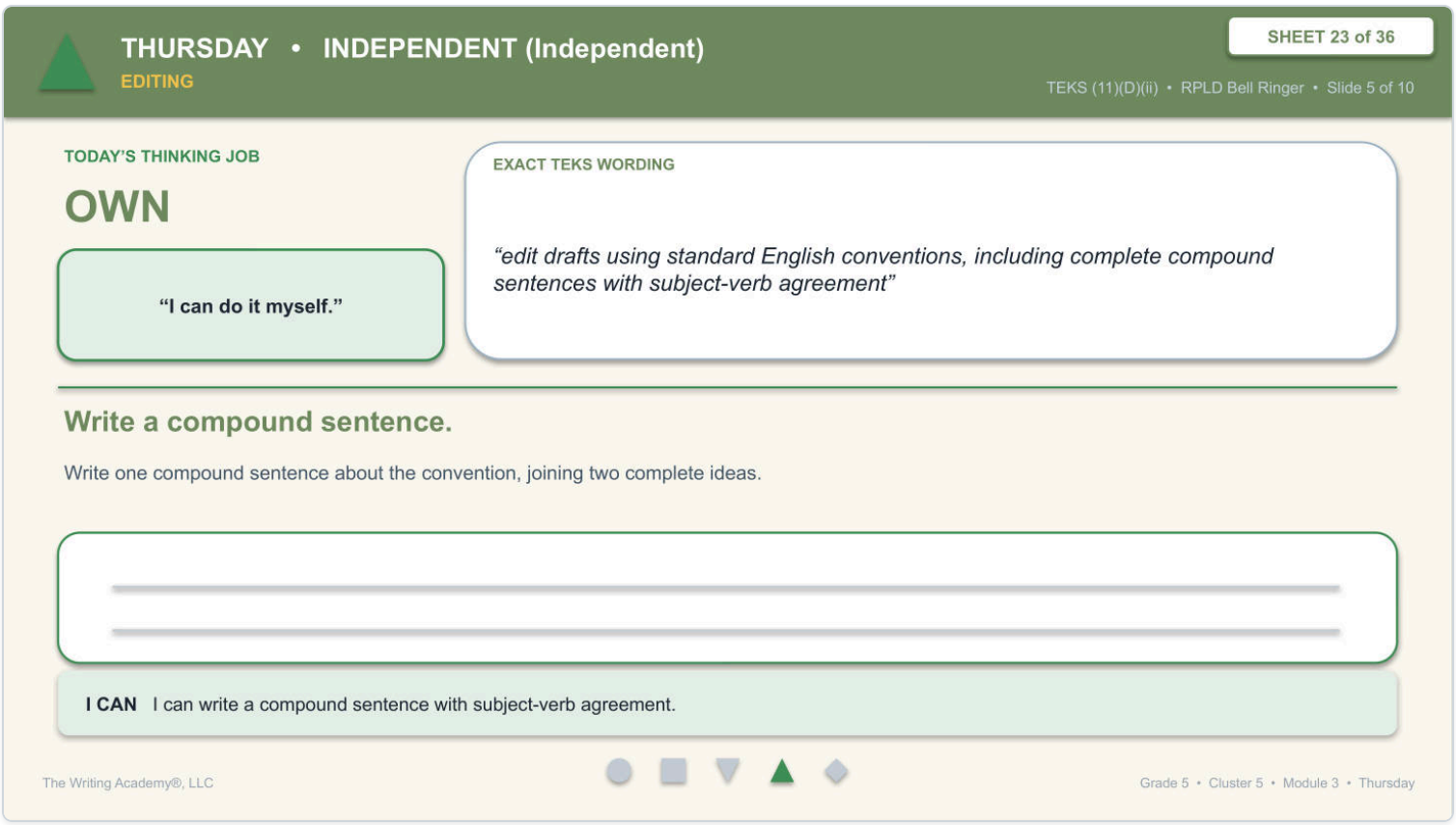
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the convention, joining two complete ideas."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The debate lasted for days, and the delegates finally agreed." Two ideas are joined.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The debate lasted for days, and the delegates finally agreed." Two ideas are joined.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

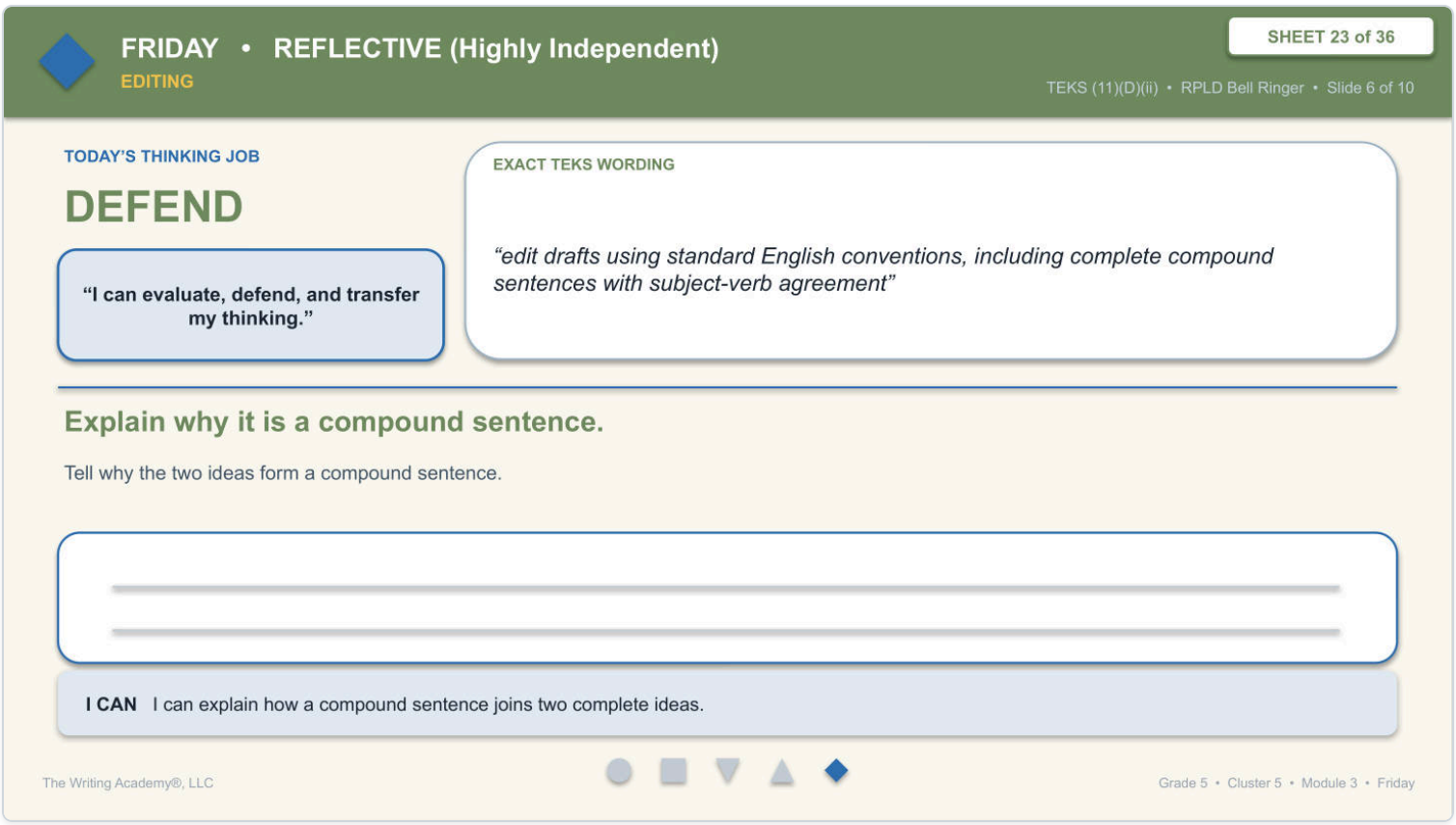
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Both parts are complete ideas joined by a comma and and, so they make a compound sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Both parts are complete ideas joined by a comma and and, so they make a compound sentence.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(ii) • Compound Sentences & Agreement

SHEET 23 of 36

Slide 7 of 10

Complete the **compound sentences with subject-verb agreement** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(ii) edit drafts using standard English conventions, including **complete compound sentences with subject-verb agreement**	"Voices were raised, and some delegates worried." *Two complete ideas join with a comma and and, and each subject and verb agree.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 23 of 36, and complete the (11)(D)(ii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Two complete ideas join with a comma and and, and each subject and verb agree.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(ii) • Compound Sentences & Agreement

SHEET 23 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The two ideas are voices were raised and delegates worried, joined into one compound sentence. Emergent, “continued” agrees with the singular subject debate. Visible, “The leader speaks, and the delegates listen.” The plural subject delegates takes the plural verb listen. Independent, Sample: “The debate lasted for days, and the delegates finally agreed.” Two ideas are joined. Reflective, Both parts are complete ideas joined by a comma and and, so they make a compound sentence.*

ANSWER KEY: The two ideas are voices were raised and delegates worried, joined into one compound sentence. · “continued” agrees with the singular subject debate. · “The leader speaks, and the delegates listen.” The plural subject delegates takes the plural verb listen. · Sample: “The debate lasted for days, and the delegates finally agreed.” Two ideas are joined. · Both parts are complete ideas joined by a comma and and, so they make a compound sentence.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(ii) • Compound Sentences & Agreement

SHEET 23 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The states disagreed, and the debate continue for many days. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(ii) • Compound Sentences & Agreement

SHEET 23 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change continue to continued. The singular subject debate needs the past-tense verb continued so both parts of the compound sentence are correct."

▸ *Walk through why the other choices are traps.*

"States is a correct plural. Days is a correct plural. The verb is wrong, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change continue to continued

(11)(D)(ii) · Compound Sentences & Agreement · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Fixing Run-On Sentences

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is fixing run-on sentences, the standard says: 'edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons.'"

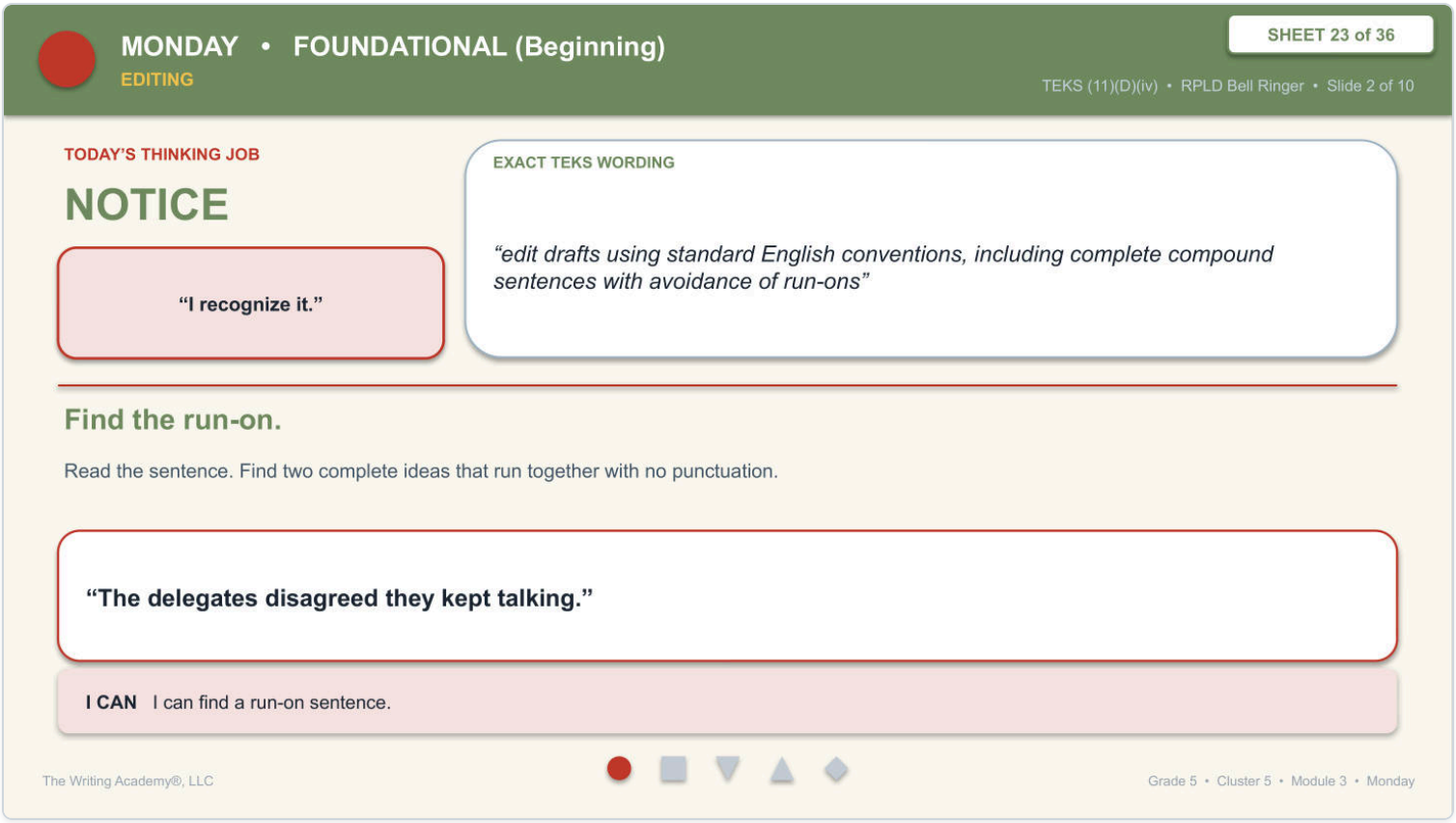
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: fixing run-on sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Fixing Run-On Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the run-on. Read the sentence. Find two complete ideas that run together with no punctuation."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The delegates disagreed they kept talking.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The run-on is The delegates disagreed they kept talking, with no punctuation between the ideas.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The run-on is The delegates disagreed they kept talking, with no punctuation between the ideas.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "fixing run-on sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when fixing run-on sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 23 of 36

TEKS (11)(D)(iv) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including complete compound sentences with avoidance of run-ons"

Choose the correct fix.

Two versions are offered. Choose the one that separates the ideas correctly.

"The delegates disagreed (they / , so they) kept talking."

I CAN I can choose the correct way to fix a run-on.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two versions are offered. Choose the one that separates the ideas correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The delegates disagreed (they / , so they) kept talking.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ", so they" is correct because it separates the two ideas with a comma and a joining word.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, ", so they" is correct because it separates the two ideas with a comma and a joining word.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

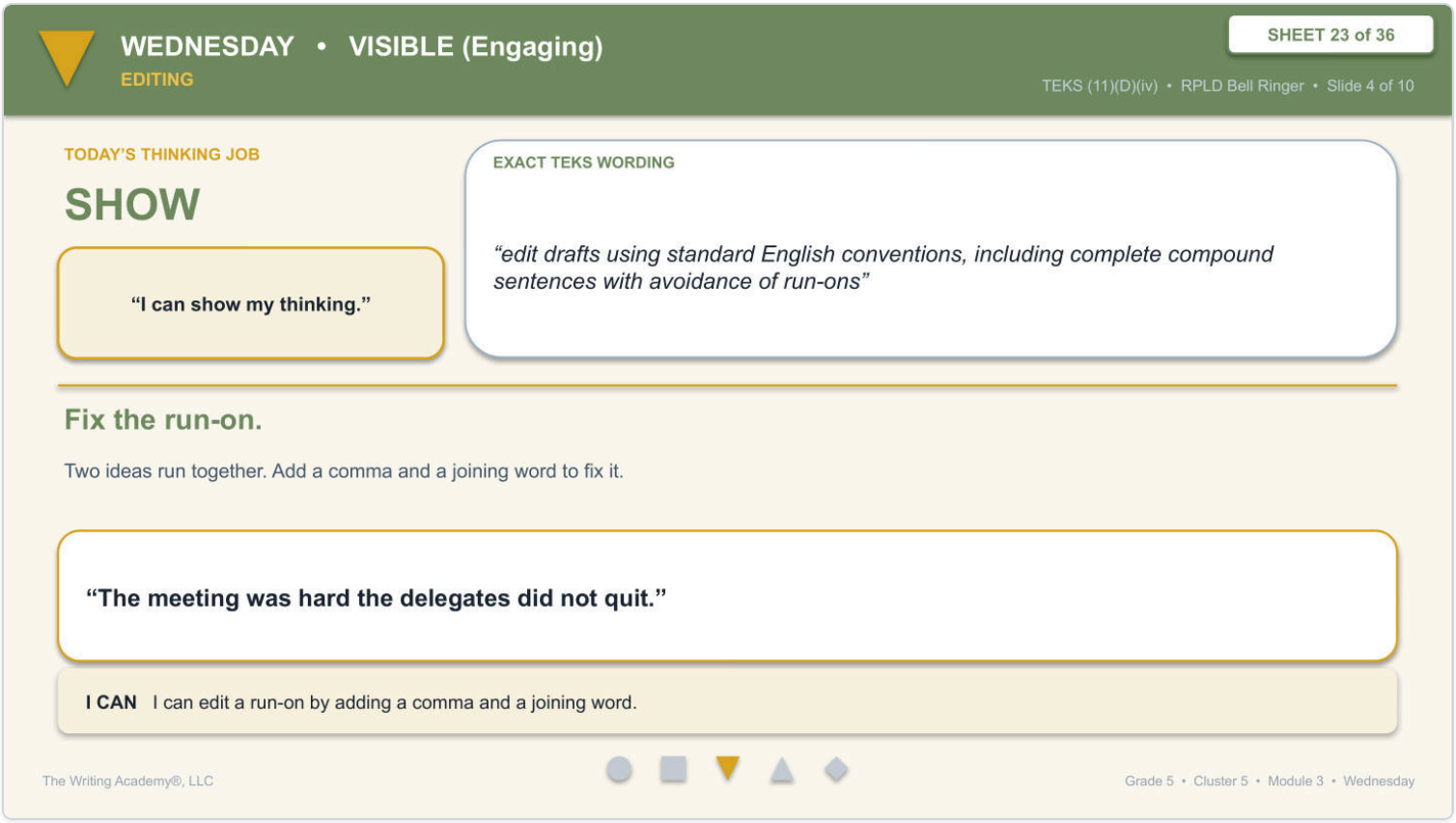
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two ideas run together. Add a comma and a joining word to fix it."

"Read this with me: 'The meeting was hard the delegates did not quit.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The meeting was hard, but the delegates did not quit." The comma and but fix the run-on.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The meeting was hard, but the delegates did not quit." The comma and but fix the run-on.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

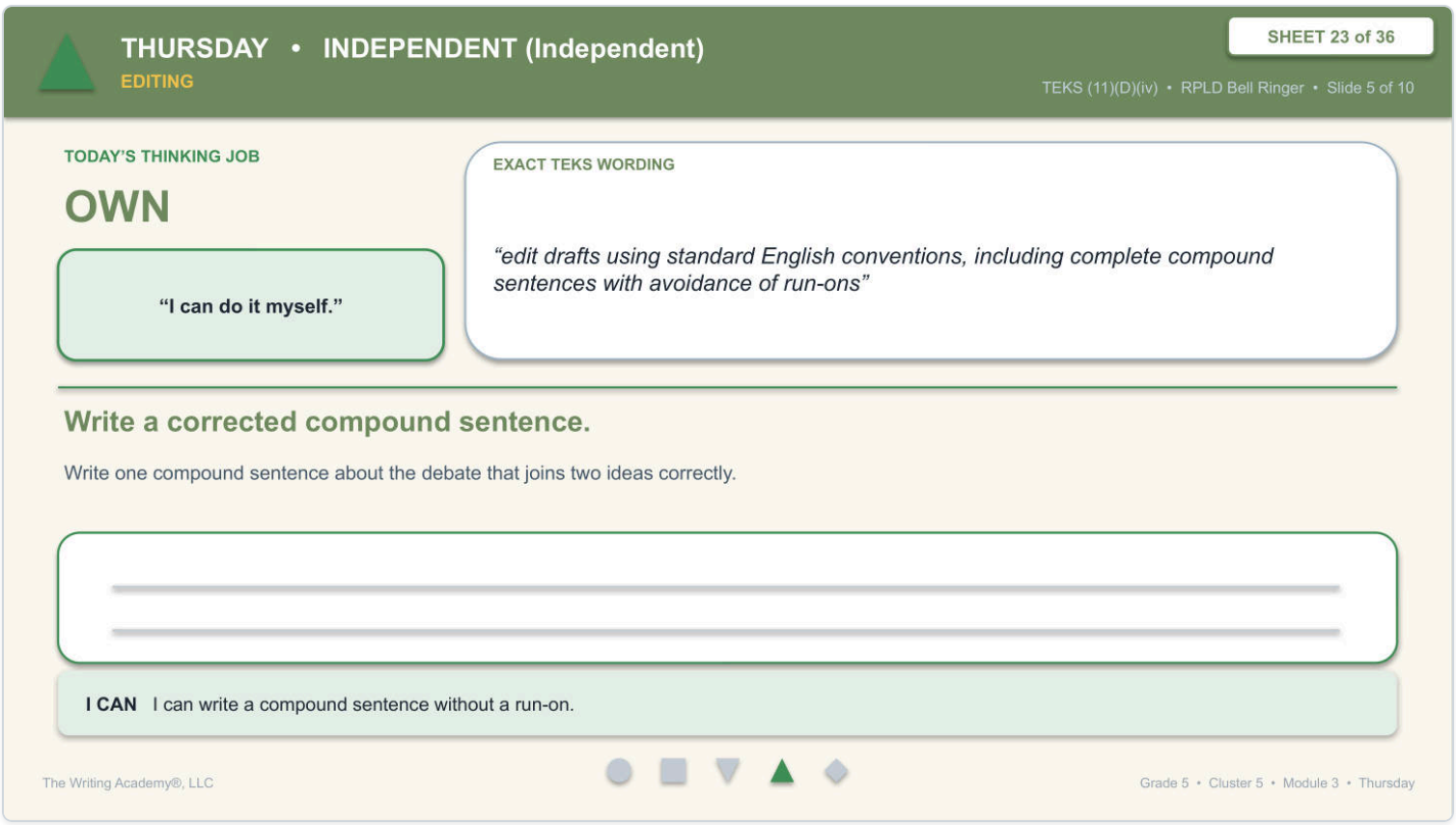
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about the debate that joins two ideas correctly."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The states wanted different things, so a compromise was needed." The ideas join correctly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The states wanted different things, so a compromise was needed." The ideas join correctly.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

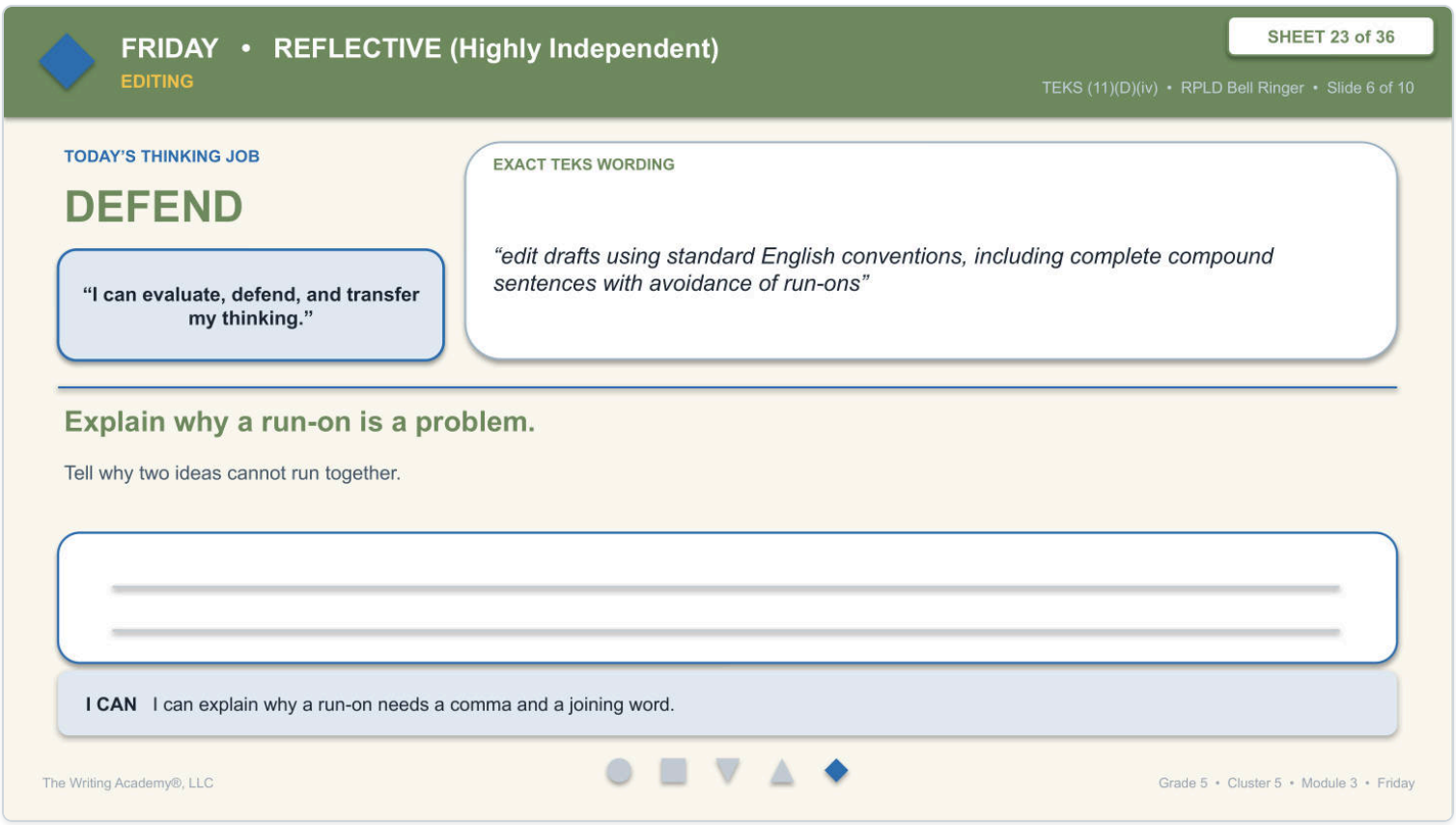
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(iv) • Fixing Run-On Sentences

SHEET 23 of 36

Slide 7 of 10

Complete the **avoiding run-ons** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(iv) edit drafts using standard English conventions, including **complete compound sentences with avoidance of run-ons**	"The delegates disagreed, so they kept talking." *A comma and the joining word so separate the two complete ideas.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 23 of 36, and complete the (11)(D)(iv) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, A comma and the joining word so separate the two complete ideas.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(iv) • Fixing Run-On Sentences

SHEET 23 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▸ *Walk through the answers together and have students self-check and correct: Foundational, The run-on is The delegates disagreed they kept talking, with no punctuation between the ideas. Emergent, ", so they" is correct because it separates the two ideas with a comma and a joining word. Visible, "The meeting was hard, but the delegates did not quit." The comma and but fix the run-on. Independent, Sample: "The states wanted different things, so a compromise was needed." The ideas join correctly. Reflective, With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.*

ANSWER KEY: The run-on is The delegates disagreed they kept talking, with no punctuation between the ideas. · ", so they" is correct because it separates the two ideas with a comma and a joining word. · "The meeting was hard, but the delegates did not quit." The comma and but fix the run-on. · Sample: "The states wanted different things, so a compromise was needed." The ideas join correctly. · With no punctuation the reader cannot tell where one idea ends, so a comma and a joining word show the break.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(iv) • Fixing Run-On Sentences

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The debate grew tense no one wanted to give up. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(iv) • Fixing Run-On Sentences

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma and the word but after tense. Two complete ideas run together, so a comma and a joining word like but are added to separate them."

▸ *Walk through why the other choices are 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."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma and the word but after tense

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"

WHAT DOES THIS MEAN TO ME?

When I edit, I put a **comma before the joining word** in a compound sentence.
The comma comes right before and, but, or, or so when they join two complete ideas.
The comma tells the reader where the first complete idea ends.

KEY IDEA

A comma is a **convention** of punctuation, so it wears no weather symbol.
In a compound sentence, put the comma right before the joining word: ...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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Commas in Compound Sentences

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is commas in compound sentences, the standard says: 'edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: commas in compound sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Commas in Compound Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 24 of 36

TEKS (11)(D)(xx) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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."

I CAN I can find where the comma belongs in a compound sentence.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find where the comma belongs. Read the compound sentence. Find the joining word where the comma belongs."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The debate was long, and the delegates were tired.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The comma belongs before and, where the first complete idea ends.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The comma belongs before and, where the first complete idea ends.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "commas in compound sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when commas in compound sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 24 of 36

TEKS (11)(D)(xx) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"

Choose the correct punctuation.

Two versions are offered. Choose the one with the comma in the right place.

"The states disagreed (but / , but) they compromised."

I CAN I can choose the correct comma placement.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two versions are offered. Choose the one with the comma in the right place."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The states disagreed (but / , but) they compromised.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ", but" is correct because the comma comes before the joining word.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, ", but" is correct because the comma comes before the joining word.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"

Add the missing comma.

A compound sentence is missing its comma. Add it before the joining word.

"The debate ended but the questions remained."

I CAN I can edit a compound sentence to add the missing comma.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A compound sentence is missing its comma. Add it before the joining word."

"Read this with me: 'The debate ended but the questions remained.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The debate ended, but the questions remained." The comma is added before but.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The debate ended, but the questions remained." The comma is added before but.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

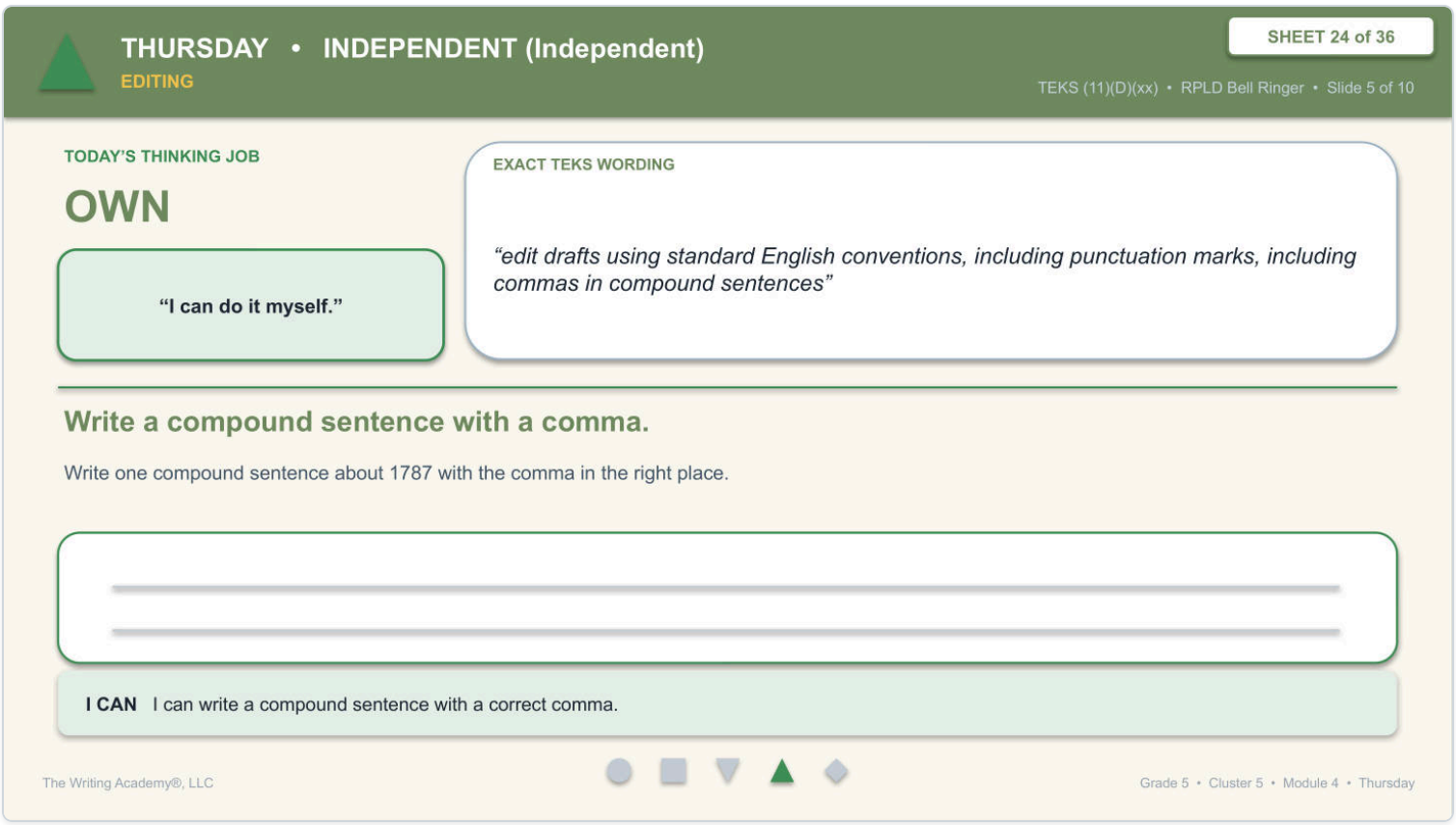
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about 1787 with the comma in the right place."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The delegates disagreed, but they reached a compromise." The comma is placed correctly.

(11)(D)(xx) · Commas in Compound Sentences · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The delegates disagreed, but they reached a compromise." The comma is placed correctly.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including commas in compound sentences"

Explain why the comma is needed.

Tell why the comma comes before the joining word.

I CAN I can explain why a comma comes before the joining word.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xx) • Commas in Compound Sentences

SHEET 24 of 36

Slide 7 of 10

Complete the **commas in compound sentences** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xx) edit drafts using standard English conventions, including **commas in compound sentences**	"The debate was long, and the delegates were tired." *The comma comes right before the joining word and in the compound sentence.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 24 of 36, and complete the (11)(D)(xx) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The comma comes right before the joining word and in the compound sentence.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xx) • Commas in Compound Sentences

SHEET 24 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The comma belongs before and, where the first complete idea ends. Emergent, “, but” is correct because the comma comes before the joining word. Visible, “The debate ended, but the questions remained.” The comma is added before but. Independent, Sample: “The delegates disagreed, but they reached a compromise.” The comma is placed correctly. Reflective, The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.*

ANSWER KEY: The comma belongs before and, where the first complete idea ends. · “, but” is correct because the comma comes before the joining word. · “The debate ended, but the questions remained.” The comma is added before but. · Sample: “The delegates disagreed, but they reached a compromise.” The comma is placed correctly. · The comma marks where the first complete idea ends, so the reader sees the two ideas clearly.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xx) • Commas in Compound Sentences

SHEET 24 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The states disagreed but the delegates found a compromise. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xx) • Commas in Compound Sentences

SHEET 24 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma after disagreed. In a compound sentence, a comma goes before the joining word but, so a comma is added after disagreed."

▸ *Walk through why the other choices are traps.*

"States is a correct plural. Found is the correct past tense. The comma is missing, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma after disagreed

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments"

WHAT DOES THIS MEAN TO ME?

When I edit, I avoid a **fragment**, which is a piece of a sentence that is missing a subject or a verb.
A complete sentence needs a **subject** and a **verb** and must tell a whole idea.
I fix a fragment by adding the missing part so it becomes a complete idea.

KEY IDEA

A fragment is a **convention** error, so it wears no weather symbol.
A complete idea needs a subject and a verb: add the missing part to fix a fragment.

WHERE IT APPEARS: In a 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Fixing Sentence Fragments

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is fixing sentence fragments, the standard says: 'edit drafts using standard English conventions, including complete compound sentences with avoidance of fragments.'"

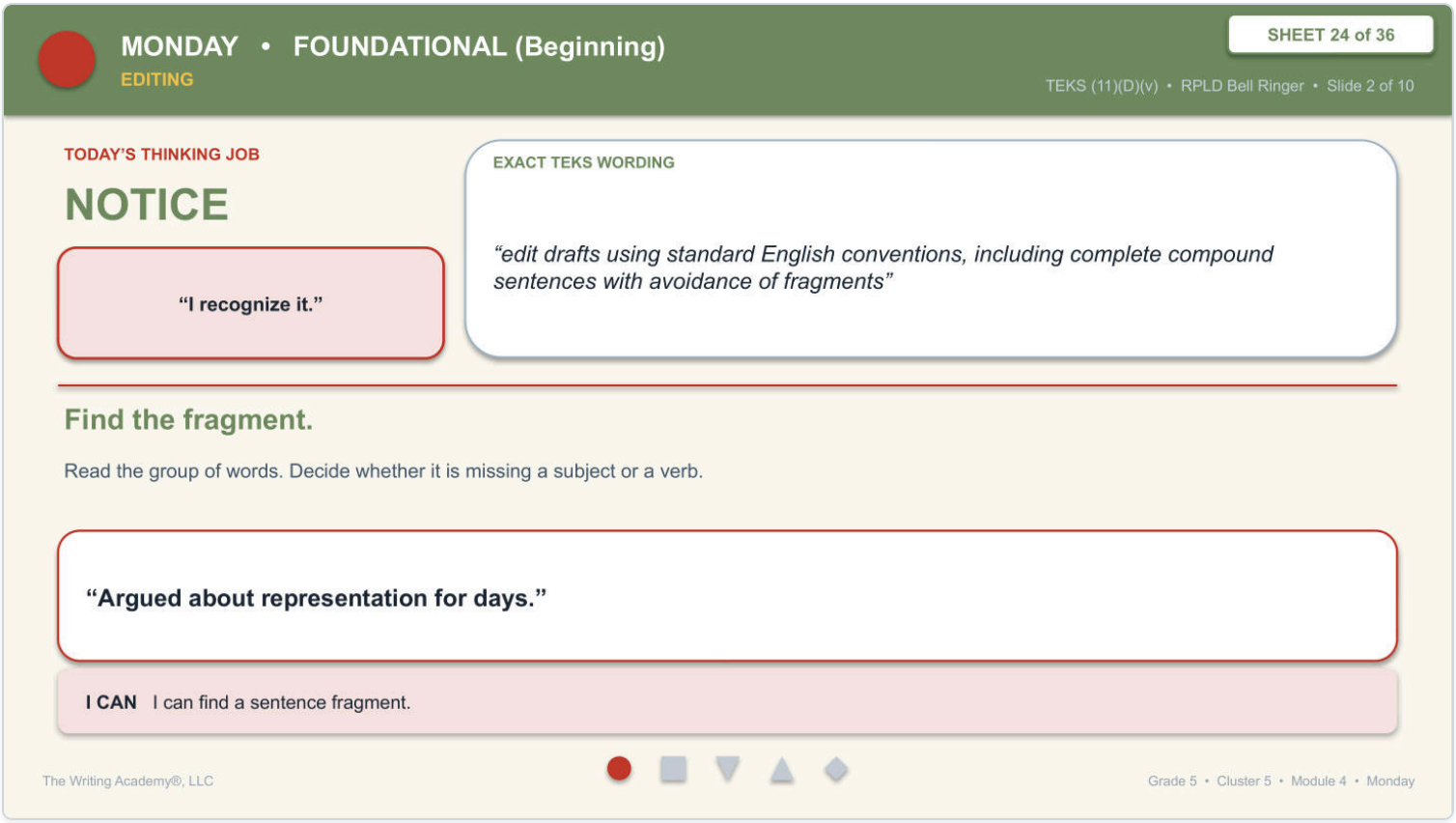
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: fixing sentence fragments, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Fixing Sentence Fragments slide deck · student Editing Tracking Sheets · highlighters/pencils.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the fragment. Read the group of words. Decide whether it is missing a subject or a verb."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Argued about representation for days.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "Argued about representation for days" is a fragment because it has no subject.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "Argued about representation for days" is a fragment because it has no subject.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "fixing sentence fragments" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when fixing sentence fragments is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 24 of 36

TEKS (11)(D)(v) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including complete compound sentences with avoidance of 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two choices are offered. Choose the one that is a complete idea."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: (After the long debate. / The delegates reached a compromise.)"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "The delegates reached a compromise." is the complete sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "The delegates reached a compromise." is the complete sentence.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

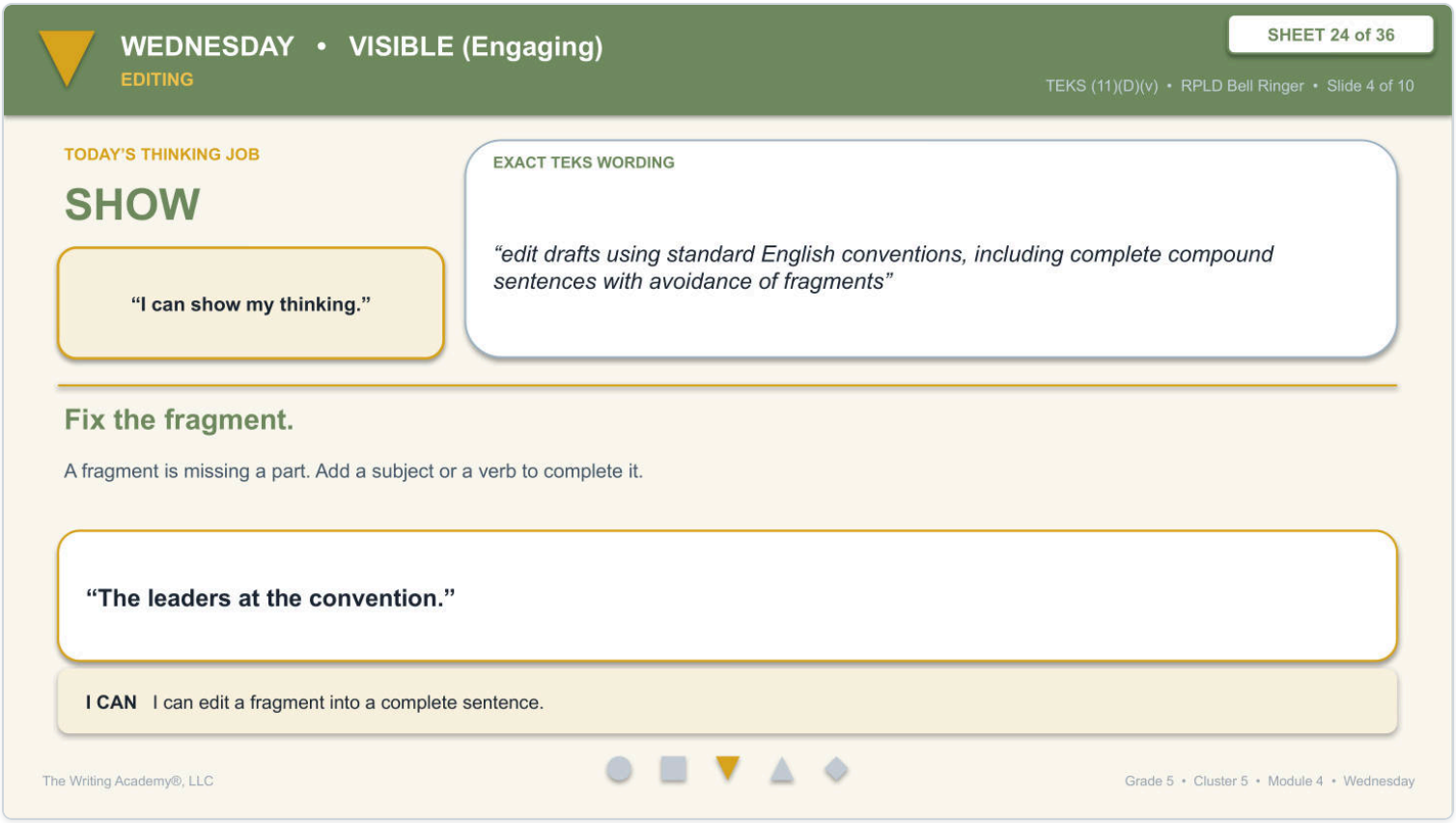
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A fragment is missing a part. Add a subject or a verb to complete it."

"Read this with me: 'The leaders at the convention.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The leaders at the convention debated for weeks." Adding a verb completes the idea.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The leaders at the convention debated for weeks." Adding a verb completes the idea.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

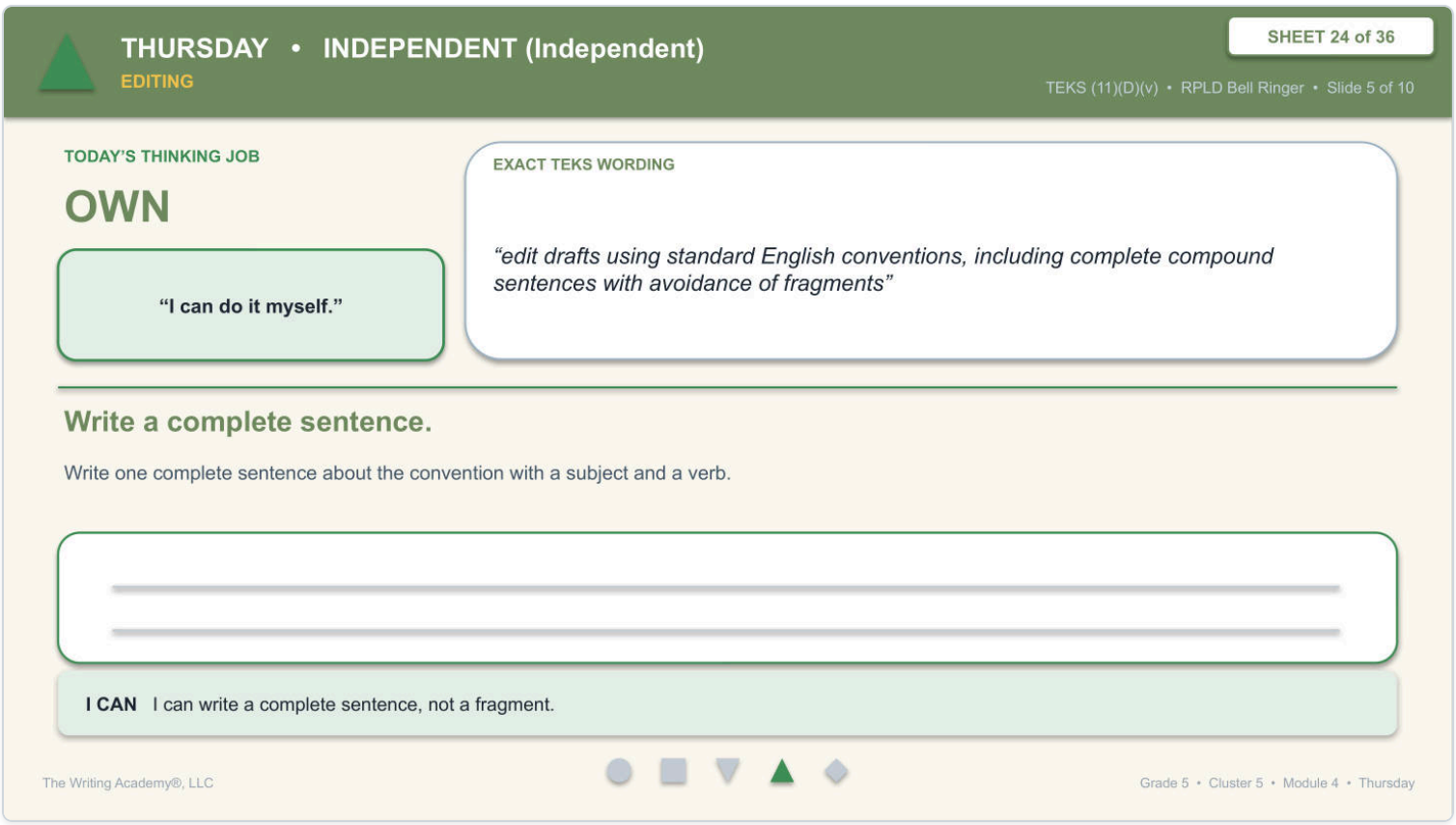
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one complete sentence about the convention with a subject and a verb."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The delegates finally reached an agreement." This is a complete sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The delegates finally reached an agreement." This is a complete sentence.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

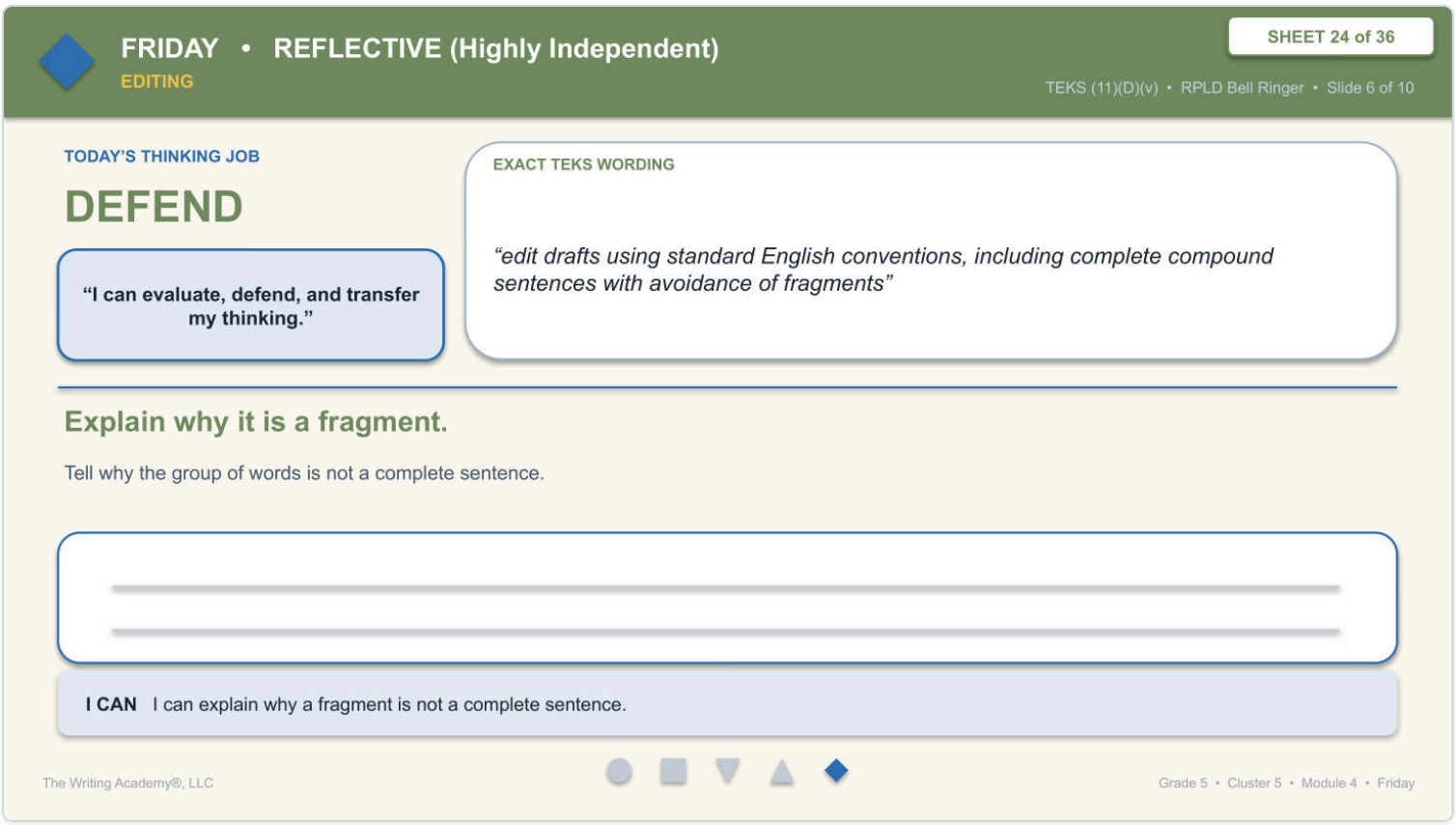
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: After the long debate has no subject doing an action, so it is a fragment until a complete idea is added.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, After the long debate has no subject doing an action, so it is a fragment until a complete idea is added.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(v) • Fixing Sentence Fragments

SHEET 24 of 36

Slide 7 of 10

Complete the **avoiding fragments** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(v) edit drafts using standard English conventions, including **complete compound sentences with avoidance of fragments**	"The delegates reached a compromise." *This is a complete sentence; it has the subject delegates and the verb reached.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 24 of 36, and complete the (11)(D)(v) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, This is a complete sentence; it has the subject delegates and the verb reached.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(v) • Fixing Sentence Fragments

SHEET 24 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, “Argued about representation for days” is a fragment because it has no subject. Emergent, “The delegates reached a compromise.” is the complete sentence. Visible, “The leaders at the convention debated for weeks.” Adding a verb completes the idea. Independent, Sample: “The delegates finally reached an agreement.” This is a complete sentence. Reflective, After the long debate has no subject doing an action, so it is a fragment until a complete idea is added.*

ANSWER KEY: “Argued about representation for days” is a fragment because it has no subject. · “The delegates reached a compromise.” is the complete sentence. · “The leaders at the convention debated for weeks.” Adding a verb completes the idea. · Sample: “The delegates finally reached an agreement.” This is a complete sentence. · After the long debate has no subject doing an action, so it is a fragment until a complete idea is added.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(v) • Fixing Sentence Fragments

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.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The delegates worked hard. Because they wanted the meeting to succeed. Now, what is the correct way to write these sentences?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

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SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(v) • Fixing Sentence Fragments

SHEET 24 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, The delegates worked hard because they wanted the meeting to succeed. Because they wanted the meeting to succeed is a fragment, so it joins the complete idea before it to make one sentence."

▸ *Walk through why the other choices are traps.*

"The other choices leave a fragment or split the complete idea into pieces."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, The delegates worked hard because they wanted the meeting to succeed.

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including punctuation marks, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Quotation Marks in Dialogue

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is quotation marks in dialogue, the standard says: 'edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: quotation marks in dialogue, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Quotation Marks in Dialogue slide deck · student Editing Tracking Sheets · highlighters/pencils.

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MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 25 of 36

TEKS (11)(D)(xxii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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."

I CAN I can find the exact words a person says.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the spoken words. Read the sentence. Find the exact words that a person says."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: "Every voice matters,' the mayor said.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The spoken words are Every voice matters, and quotation marks belong around them.

(11)(D)(xxii) · Quotation Marks in Dialogue · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The spoken words are Every voice matters, and quotation marks belong around them.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "quotation marks in dialogue" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when quotation marks in dialogue is correct, it is one of the things editors always check.

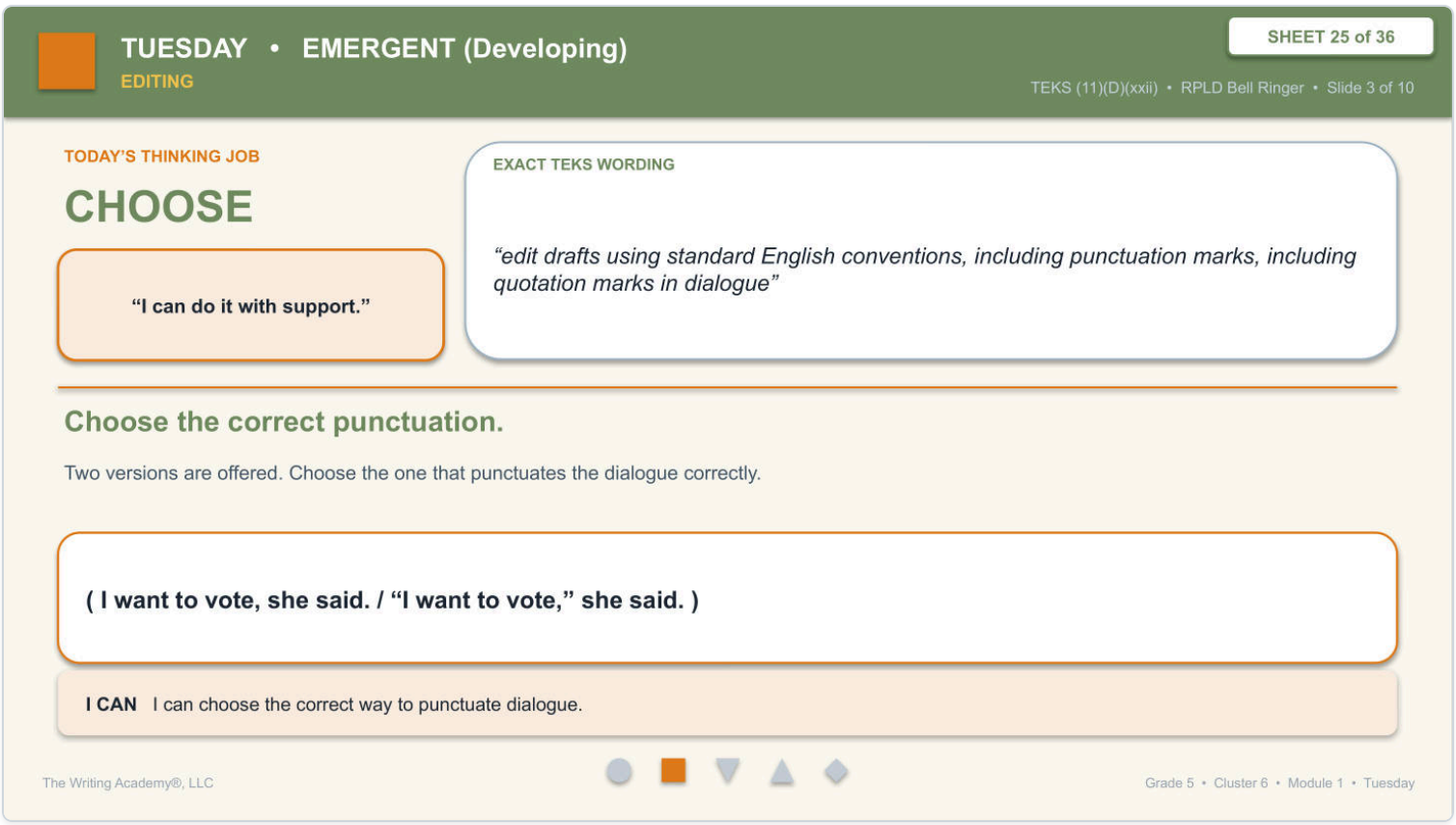
RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

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TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Two versions are offered. Choose the one that punctuates the dialogue correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: (I want to vote, she said. / 'I want to vote,' she said.)"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ""I want to vote," she said." is correct because the quotation marks surround the exact words.

(11)(D)(xxii) · Quotation Marks in Dialogue · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, ""I want to vote," she said." is correct because the quotation marks surround the exact words.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue"

Add the quotation marks.

The spoken words are missing their quotation marks. Add them.

"Communities need our voices, the leader explained."

I CAN I can edit dialogue to add quotation marks.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The spoken words are missing their quotation marks. Add them."

"Read this with me: 'Communities need our voices, the leader explained.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: ""Communities need our voices," the leader explained." The quotation marks are added around the spoken words.

(11)(D)(xxii) · Quotation Marks in Dialogue · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, ""Communities need our voices," the leader explained." The quotation marks are added around the spoken words.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

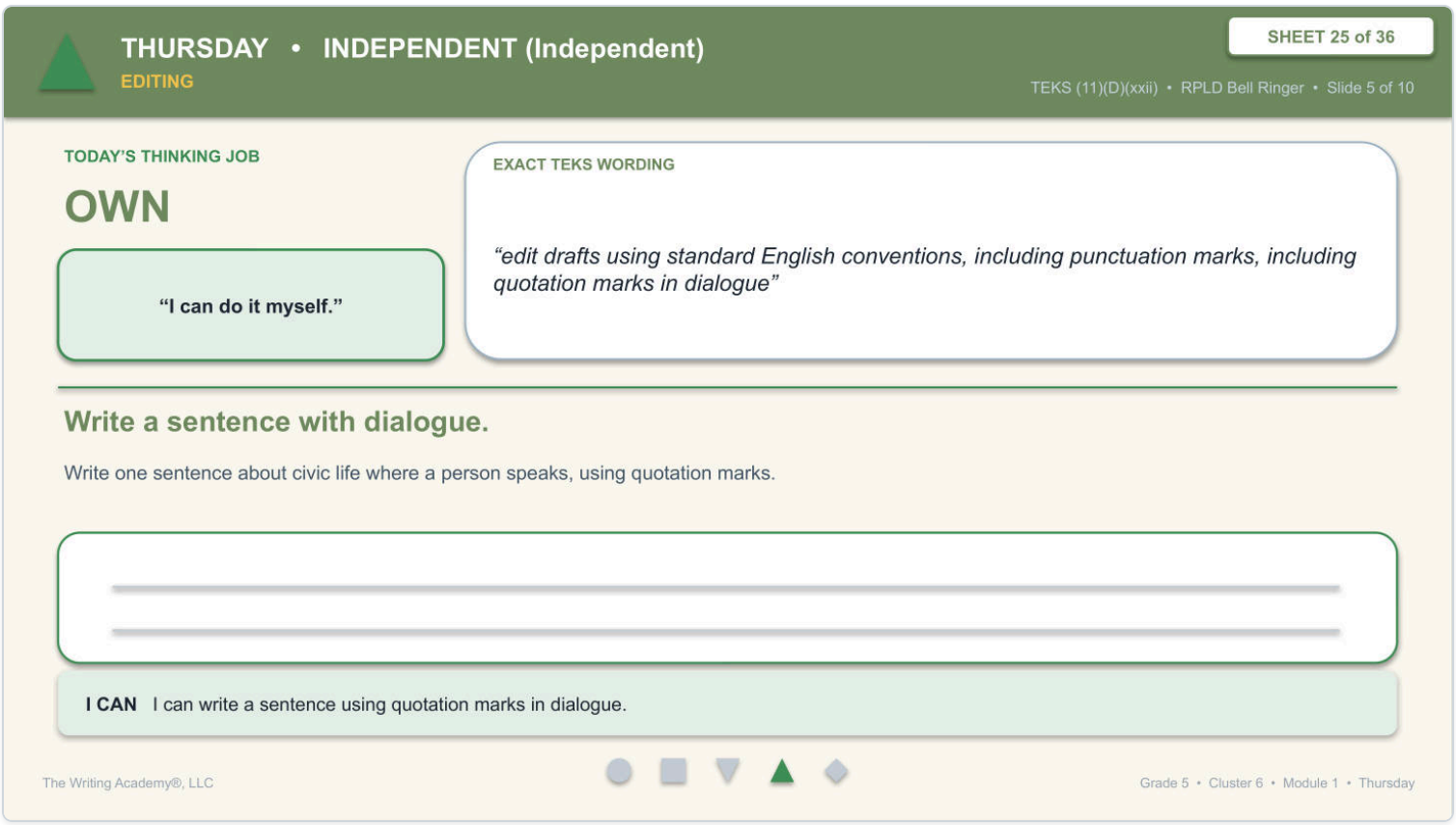
RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.

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TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about civic life where a person speaks, using quotation marks."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: ""I will vote in every election," Marcus promised." The quotation marks show the exact words.

(11)(D)(xxii) · Quotation Marks in Dialogue · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: ""I will vote in every election," Marcus promised." The quotation marks show the exact words.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including quotation marks in dialogue"

Explain why quotation marks are used.

Tell why the spoken words need quotation marks.

I CAN I can explain how quotation marks show dialogue.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The words are exactly what the mayor said, so quotation marks show where the speaking begins and ends.

(11)(D)(xxii) · Quotation Marks in Dialogue · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The words are exactly what the mayor said, so quotation marks show where the speaking begins and ends.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxii) • Quotation Marks in Dialogue

SHEET 25 of 36

Slide 7 of 10

Complete the **quotation marks in dialogue** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxii) edit drafts using standard English conventions, including **quotation marks in dialogue**	""Every voice matters," the mayor said." *Quotation marks surround the exact words spoken, and the comma sits inside before the speaker tag.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 25 of 36, and complete the (11)(D)(xxii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, the mayor said." Quotation marks surround the exact words spoken, and the comma sits inside before the speaker tag.

(11)(D)(xxii) · Quotation Marks in Dialogue · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxii) • Quotation Marks in Dialogue

SHEET 25 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's see how far our thinking traveled this week."

▸ *Walk through the answers together and have students self-check and correct: Foundational, The spoken words are Every voice matters, and quotation marks belong around them. Emergent, ""I want to vote," she said." is correct because the quotation marks surround the exact words. Visible, ""Communities need our voices," the leader explained." The quotation marks are added around the spoken words. Independent, Sample: ""I will vote in every election," Marcus promised." The quotation marks show the exact words. Reflective, The words are exactly what the mayor said, so quotation marks show where the speaking begins and ends.*

ANSWER KEY: The spoken words are Every voice matters, and quotation marks belong around them. · ""I want to vote," she said." is correct because the quotation marks surround the exact words. · ""Communities need our voices," the leader explained." The quotation marks are added around the spoken words. · Sample: ""I will vote in every election," Marcus promised." The quotation marks show the exact words. · The words are exactly what the mayor said, so quotation marks show where the speaking begins and ends.

(11)(D)(xxii) · Quotation Marks in Dialogue · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as 'close enough'; require them to fix it to match.

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxii) • Quotation Marks in Dialogue

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Our community needs you, the volunteer told the students. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D)(xxii) · Quotation Marks in Dialogue · Sheet 25 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

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SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxii) • Quotation Marks in Dialogue

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Put quotation marks around Our community needs you,. The words Our community needs you are exactly what the volunteer said, so they need quotation marks around them."

▸ *Walk through why the other choices are traps.*

"Told is the correct past tense. Students is a correct plural. The quotation marks are missing, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Put quotation marks around Our community needs you,

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including punctuation marks, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Italics for Emphasis

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is italics for emphasis, the standard says: 'edit drafts using standard English conventions, including punctuation marks, including italics for emphasis.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: italics for emphasis, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Italics for Emphasis slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 26 of 36

TEKS (11)(D)(xxiv) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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."

I CAN I can find a word set in italics for emphasis.

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Grade 5 • Cluster 6 • Module 2 • Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the emphasized word. Read the sentence. Find the word that is stressed for emphasis."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Every voice truly counts.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The emphasized word is truly; it is set in italics to stress the point.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The emphasized word is truly; it is set in italics to stress the point.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "italics for emphasis" specifically.

POSSIBLE STUDENT QUESTION

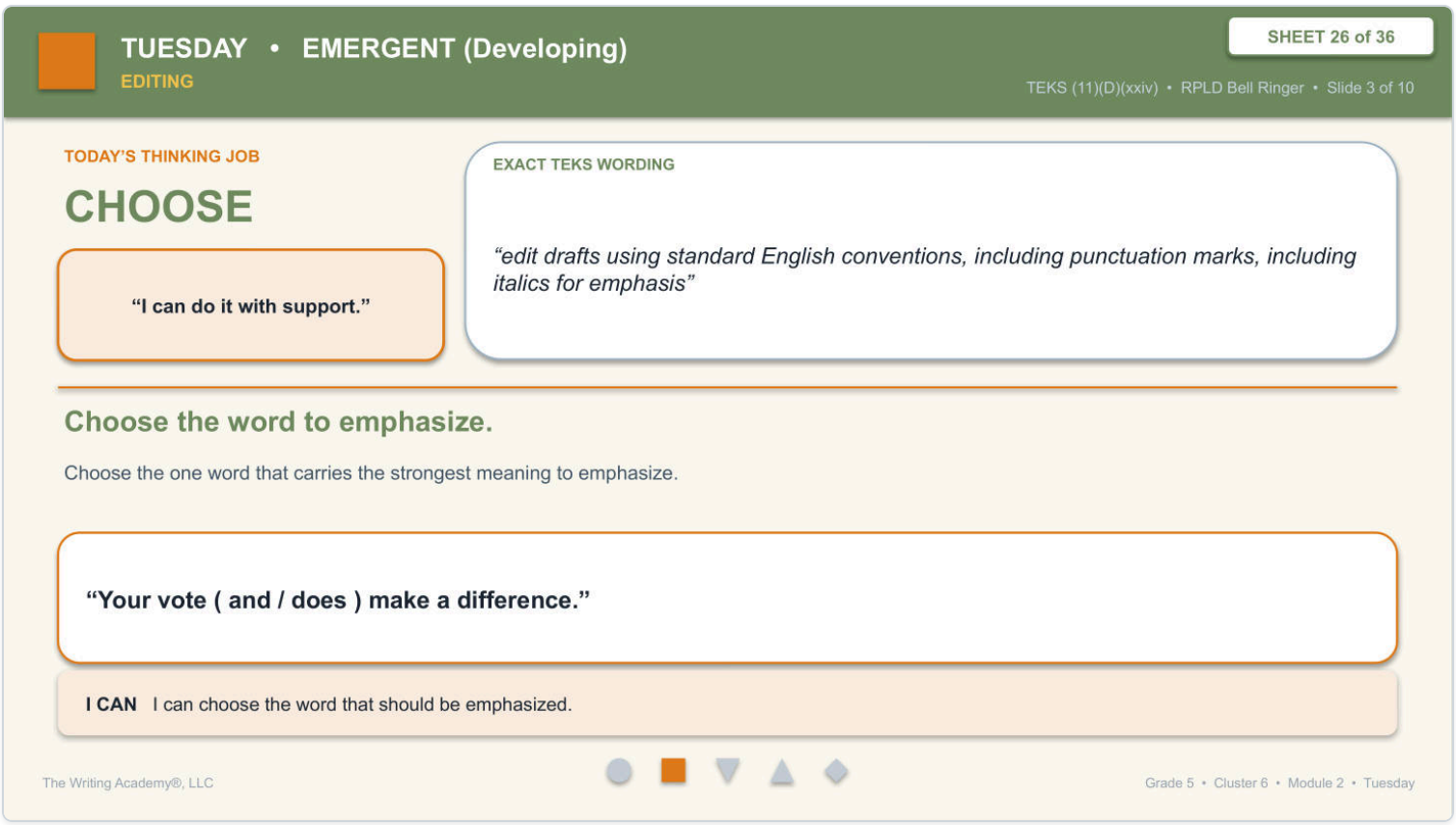
"Why does this matter?" Because readers trust writing when italics for emphasis is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.



TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Choose the one word that carries the strongest meaning to emphasize."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Your vote (and / does) make a difference.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "does" is the word to emphasize because it answers the doubt about whether a vote matters.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "does" is the word to emphasize because it answers the doubt about whether a vote matters.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including 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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A whole sentence is stressed. Mark just the one key word for italics instead."

"Read this with me: 'EVERY VOTE COUNTS.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Every vote counts." Instead of all capitals, one word is set in italics for emphasis.

(11)(D)(xxiv) · Italics for Emphasis · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Every vote counts." Instead of all capitals, one word is set in italics for emphasis.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

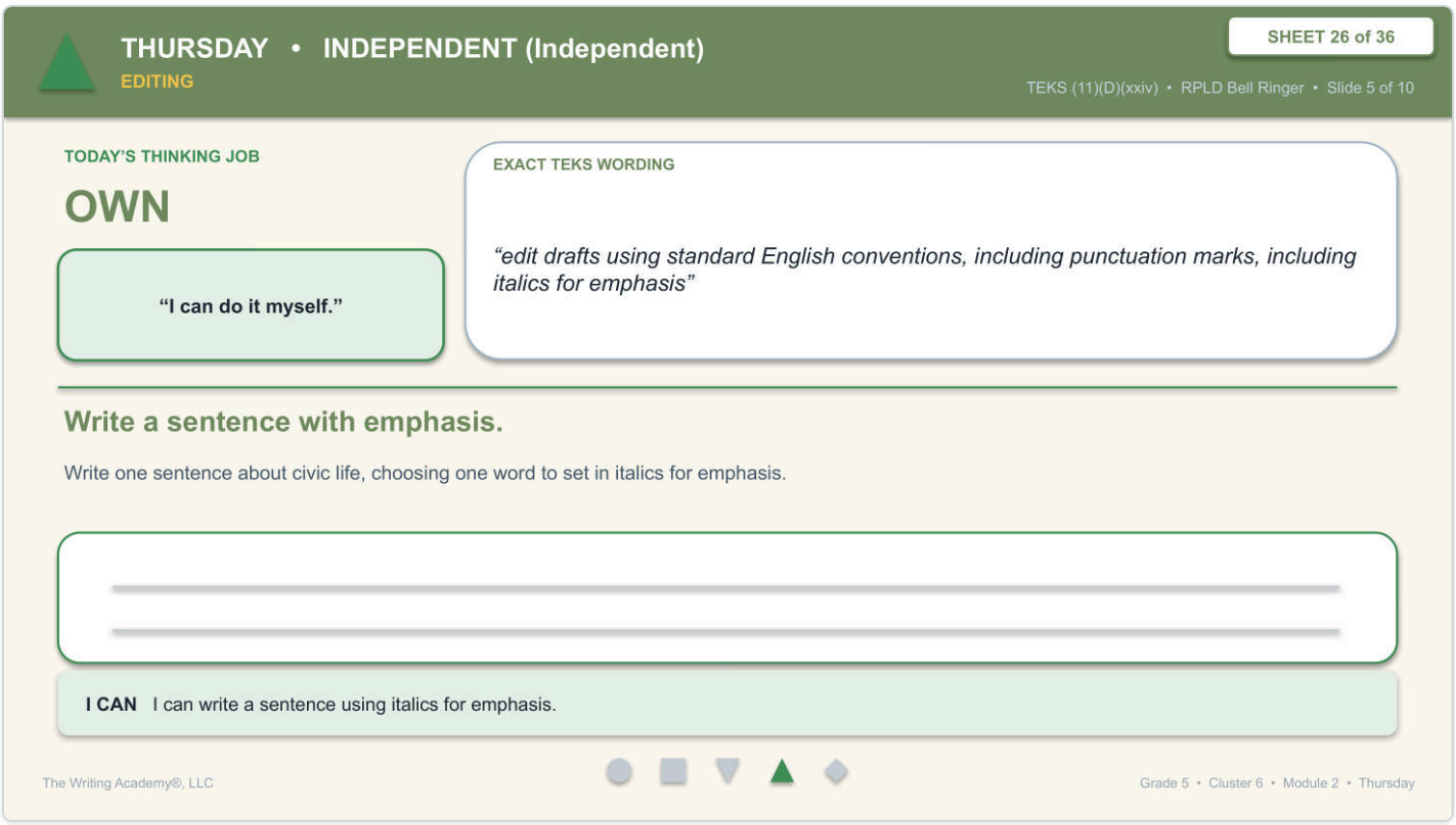
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about civic life, choosing one word to set in italics for emphasis."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Communities change when people truly participate." Truly is emphasized.

(11)(D)(xxiv) · Italics for Emphasis · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Communities change when people truly participate." Truly is emphasized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including 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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The word does answers a doubt about whether one vote matters, so italics stress it to make the point strong.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The word does answers a doubt about whether one vote matters, so italics stress it to make the point strong.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxiv) • Italics for Emphasis

SHEET 26 of 36

Slide 7 of 10

Complete the **italics for emphasis** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxiv) edit drafts using standard English conventions, including **italics for emphasis**	"Every vote **really** matters." *The one key word really is set in italics to stress the point.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 26 of 36, and complete the (11)(D)(xxiv) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The one key word really is set in italics to stress the point.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxiv) • Italics for Emphasis

SHEET 26 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

⏱ ~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The emphasized word is truly; it is set in italics to stress the point. Emergent, “does” is the word to emphasize because it answers the doubt about whether a vote matters. Visible, “Every vote counts.” Instead of all capitals, one word is set in italics for emphasis. Independent, Sample: “Communities change when people truly participate.” Truly is emphasized. Reflective, The word does answers a doubt about whether one vote matters, so italics stress it to make the point strong.*

ANSWER KEY: The emphasized word is truly; it is set in italics to stress the point. · “does” is the word to emphasize because it answers the doubt about whether a vote matters. · “Every vote counts.” Instead of all capitals, one word is set in italics for emphasis. · Sample: “Communities change when people truly participate.” Truly is emphasized. · The word does answers a doubt about whether one vote matters, so italics stress it to make the point strong.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxiv) • Italics for Emphasis

SHEET 26 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The volunteer said that one voice CAN change a community. Now, how should the word CAN be written for emphasis?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxiv) • Italics for Emphasis

SHEET 26 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, In italics, as can. Emphasis is shown with italics on the one key word, so can should be in italics, not all capitals."

▸ *Walk through why the other choices are traps.*

"All capital letters look like shouting, quotation marks are for a speaker's exact words, and leaving it plain removes the intended emphasis."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, In italics, as can

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including punctuation marks, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Italics for Titles

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is italics for titles, the standard says: 'edit drafts using standard English conventions, including punctuation marks, including italics for titles.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: italics for titles, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Italics for Titles slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 26 of 36

TEKS (11)(D)(xxiii) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including 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."

I CAN I can find the title of a long work.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the title of a long work. Read the sentence. Find the title of a book, newspaper, or magazine."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'She read the book Our Town, Our Voice.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The title of the long work is Our Town, Our Voice; it is set in italics.

(11)(D)(xxiii) · Italics for Titles · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The title of the long work is Our Town, Our Voice; it is set in italics.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "italics for titles" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when italics for titles is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Choose the part of the sentence that should be in italics."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The class read (the / The Community Times) each morning.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "The Community Times" is the newspaper title that needs italics.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "The Community Times" is the newspaper title that needs italics.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including 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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A book title is written in plain type. Mark it so it would be in italics."

"Read this with me: 'They studied the book Voices That Lead.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: The book title Voices That Lead should be set in italics because it names a whole book.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, The book title Voices That Lead should be set in italics because it names a whole book.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

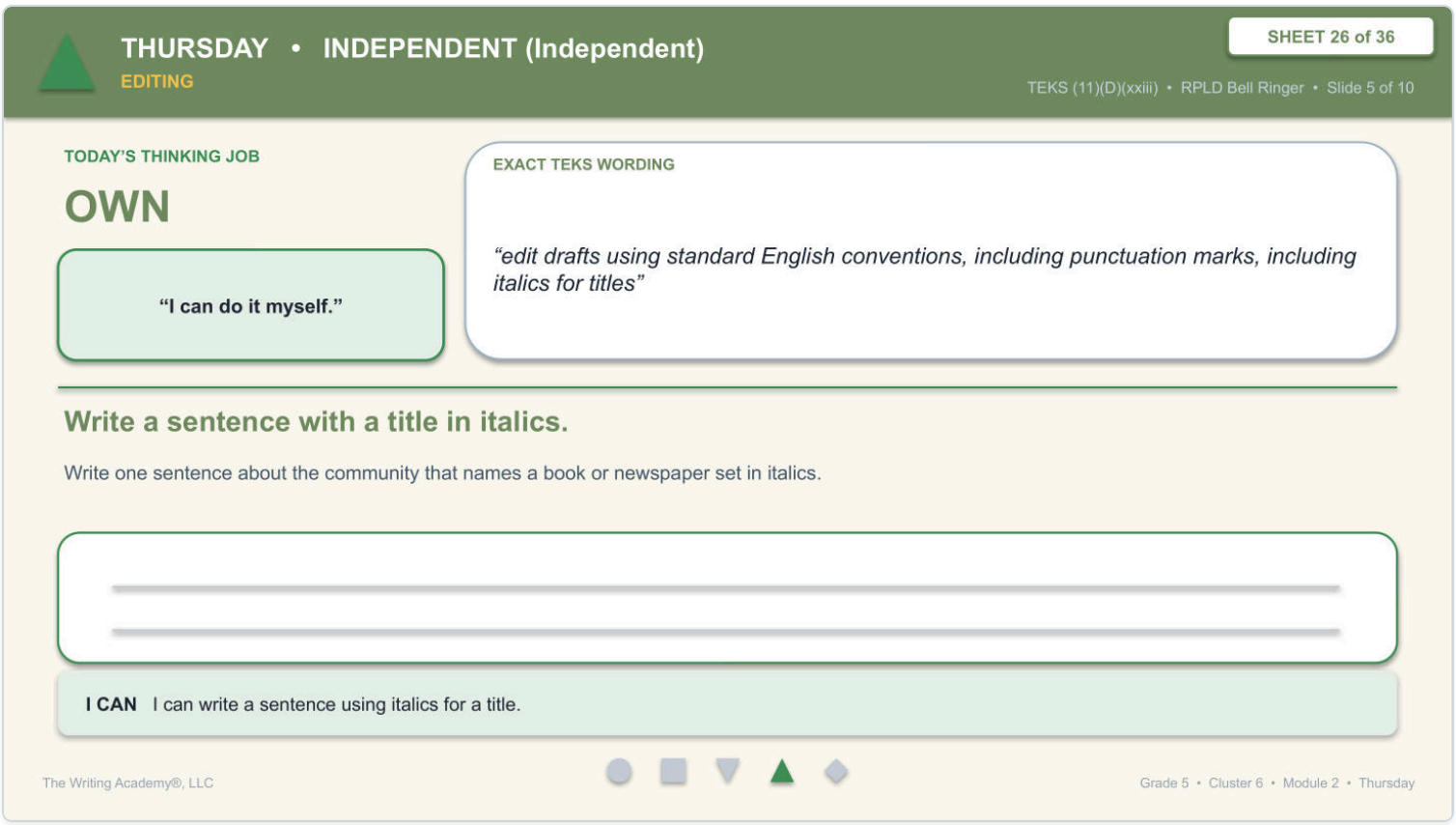
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about the community that names a book or newspaper set in italics."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Our teacher shared the newspaper The Community Times." The title is set in italics.

(11)(D)(xxiii) · Italics for Titles · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Our teacher shared the newspaper The Community Times." The title is set in italics.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 26 of 36

TEKS (11)(D)(xxiii) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The title names a whole book, so italics set it apart from the rest of the sentence.

(11)(D)(xxiii) · Italics for Titles · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The title names a whole book, so italics set it apart from the rest of the sentence.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

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YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxiii) • Italics for Titles

SHEET 26 of 36

Slide 7 of 10

Complete the **italics for titles** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxiii) edit drafts using standard English conventions, including **italics for titles**	"She read the book **Our Town, Our Voice**." *The title of a long work, like this book, is set in italics.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 26 of 36, and complete the (11)(D)(xxiii) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The title of a long work, like this book, is set in italics.

(11)(D)(xxiii) · Italics for Titles · Sheet 26 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxiii) • Italics for Titles

SHEET 26 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The title of the long work is Our Town, Our Voice; it is set in italics. Emergent, “The Community Times” is the newspaper title that needs italics. Visible, The book title Voices That Lead should be set in italics because it names a whole book. Independent, Sample: “Our teacher shared the newspaper The Community Times.” The title is set in italics. Reflective, The title names a whole book, so italics set it apart from the rest of the sentence.*

ANSWER KEY: The title of the long work is Our Town, Our Voice; it is set in italics. · “The Community Times” is the newspaper title that needs italics. · The book title Voices That Lead should be set in italics because it names a whole book. · Sample: “Our teacher shared the newspaper The Community Times.” The title is set in italics. · The title names a whole book, so italics set it apart from the rest of the sentence.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxiii) • Italics for Titles

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The students read the book Our Town, Our Voice for the meeting. Now, how should the title of the book be written?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxiii) • Italics for Titles

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, In italics, as Our Town, Our Voice. A book is a long work, so its title is set in italics."

▸ *Walk through why the other choices are 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."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, In italics, as Our Town, Our Voice

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including punctuation marks, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Underlining for Emphasis

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is underlining for emphasis, the standard says: 'edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: underlining for emphasis, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Underlining for Emphasis slide deck · student Editing Tracking Sheets · highlighters/pencils.

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MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 27 of 36

TEKS (11)(D)(xxvi) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including underlining for emphasis"

Find the emphasized word.

Read the handwritten sentence. Find the word that is stressed for emphasis.

"Every voice really counts."

I CAN I can find a word underlined for emphasis.

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Grade 5 • Cluster 6 • Module 3 • Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the emphasized word. Read the handwritten sentence. Find the word that is stressed for emphasis."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Every voice really counts.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The emphasized word is really; when handwritten it is underlined to stress the point.

(11)(D)(xxvi) · Underlining for Emphasis · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The emphasized word is really; when handwritten it is underlined to stress the point.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "underlining for emphasis" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when underlining for emphasis is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Choose the one word that carries the strongest meaning to underline."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Your vote (and / does) make a difference.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "does" is the word to underline because it answers the doubt about whether a vote matters.

(11)(D)(xxvi) · Underlining for Emphasis · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "does" is the word to underline because it answers the doubt about whether a vote matters.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including 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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A whole handwritten sentence is stressed. Underline just the one key word instead."

"Read this with me: 'EVERY VOTE COUNTS.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Every vote counts." Instead of all capitals, one word is underlined for emphasis.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Every vote counts." Instead of all capitals, one word is underlined for emphasis.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

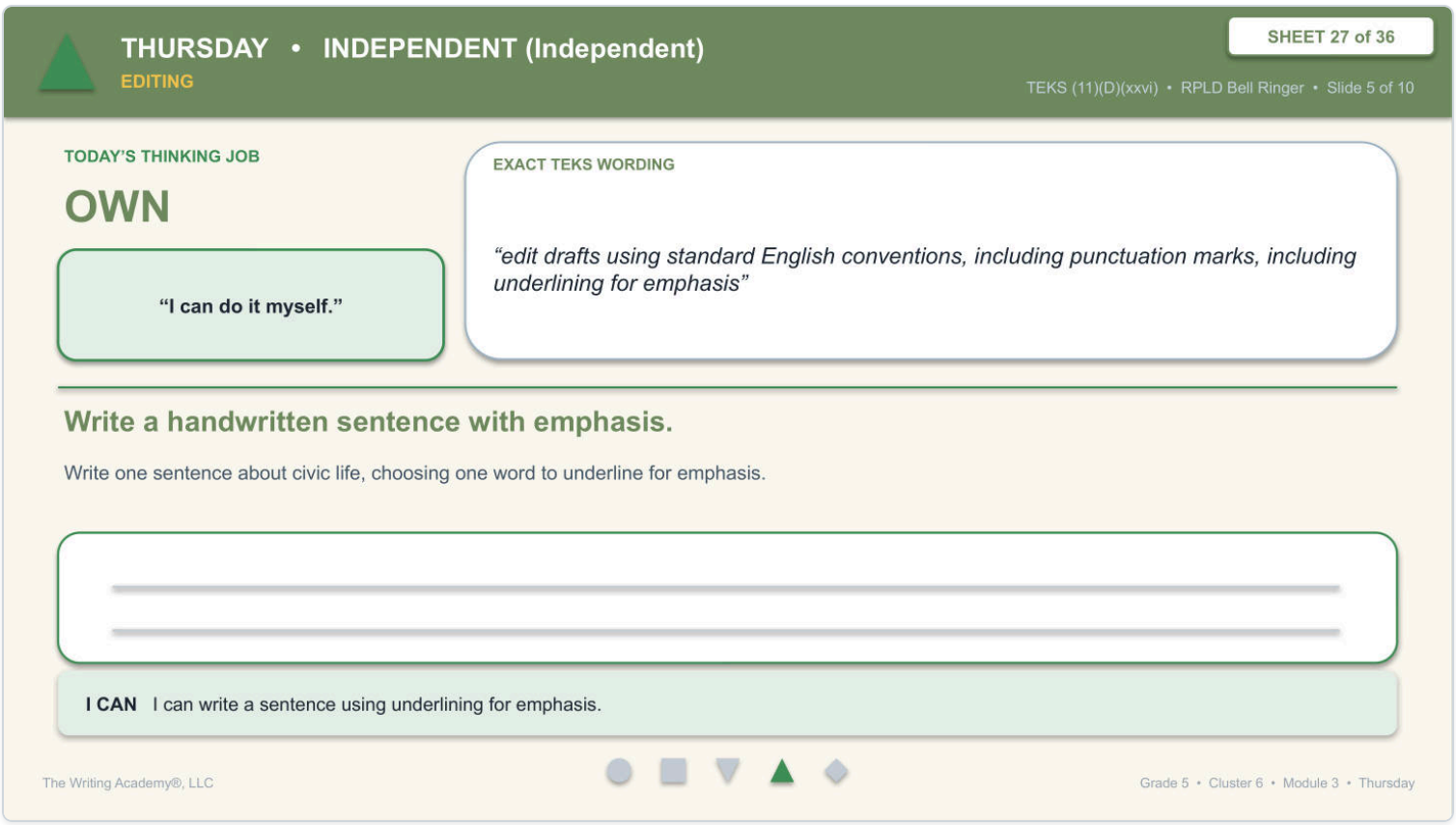
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about civic life, choosing one word to underline for emphasis."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Communities change when people truly participate." Truly is underlined.

(11)(D)(xxvi) · Underlining for Emphasis · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Communities change when people truly participate." Truly is underlined.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including 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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I cannot make italics with a pencil, so I underline the key word to stress it and make the point strong.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, I cannot make italics with a pencil, so I underline the key word to stress it and make the point strong.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

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YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxvi) • Underlining for Emphasis

SHEET 27 of 36

Slide 7 of 10

Complete the **underlining for emphasis** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxvi) edit drafts using standard English conventions, including **underlining for emphasis**	By hand, the key word **really** is underlined for emphasis. *Underlining one word by hand stresses it the same way italics do when typing.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 27 of 36, and complete the (11)(D)(xxvi) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard,

(11)(D)(xxvi) · Underlining for Emphasis · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxvi) • Underlining for Emphasis

SHEET 27 of 36

Slide 8 of 10



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The emphasized word is really; when handwritten it is underlined to stress the point. Emergent, “does” is the word to underline because it answers the doubt about whether a vote matters. Visible, “Every vote counts.” Instead of all capitals, one word is underlined for emphasis. Independent, Sample: “Communities change when people truly participate.” Truly is underlined. Reflective, I cannot make italics with a pencil, so I underline the key word to stress it and make the point strong.*

ANSWER KEY: The emphasized word is really; when handwritten it is underlined to stress the point. · “does” is the word to underline because it answers the doubt about whether a vote matters. · “Every vote counts.” Instead of all capitals, one word is underlined for emphasis. · Sample: “Communities change when people truly participate.” Truly is underlined. · I cannot make italics with a pencil, so I underline the key word to stress it and make the point strong.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxvi) • Underlining for Emphasis

SHEET 27 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: In her handwritten note, Maria wrote that one voice CAN change a community. Now, how should Maria show emphasis on the word CAN by hand?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxvi) • Underlining for Emphasis

SHEET 27 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Underline it, as can. When writing by hand, emphasis is shown by underlining the one key word, which does the same job as italics."

▸ *Walk through why the other choices are traps.*

"All capital letters look like shouting, quotation marks are for a speaker's exact words, and leaving it plain removes the intended emphasis."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Underline it, as can

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions, including punctuation marks, including 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Underlining for Titles

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is underlining for titles, the standard says: 'edit drafts using standard English conventions, including punctuation marks, including underlining for titles.'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: underlining for titles, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Underlining for Titles slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 27 of 36

TEKS (11)(D)(xxv) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including 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."

I CAN I can find the title of a long work to underline.

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Grade 5 • Cluster 6 • Module 3 • Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the title of a long work. Read the handwritten sentence. Find the title that should be underlined."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'She checked out the book Our Town, Our Voice.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The title of the long work is Our Town, Our Voice; when handwritten it is underlined.

(11)(D)(xxv) · Underlining for Titles · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The title of the long work is Our Town, Our Voice; when handwritten it is underlined.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "underlining for titles" specifically.

POSSIBLE STUDENT QUESTION

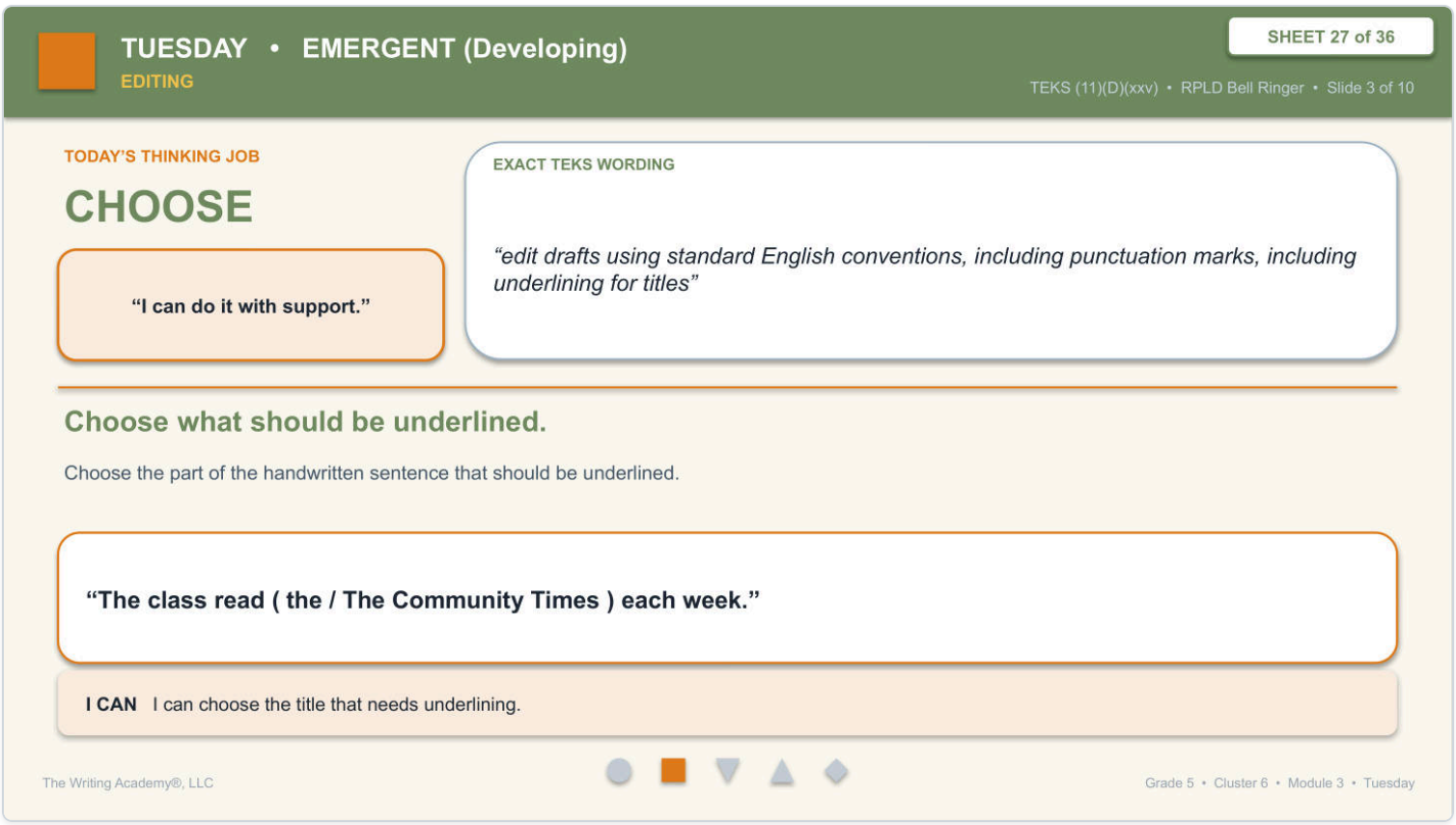
"Why does this matter?" Because readers trust writing when underlining for titles is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.



TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Choose the part of the handwritten sentence that should be underlined."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The class read (the / The Community Times) each week.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "The Community Times" is the newspaper title that should be underlined.

(11)(D)(xxv) · Underlining for Titles · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "The Community Times" is the newspaper title that should be underlined.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

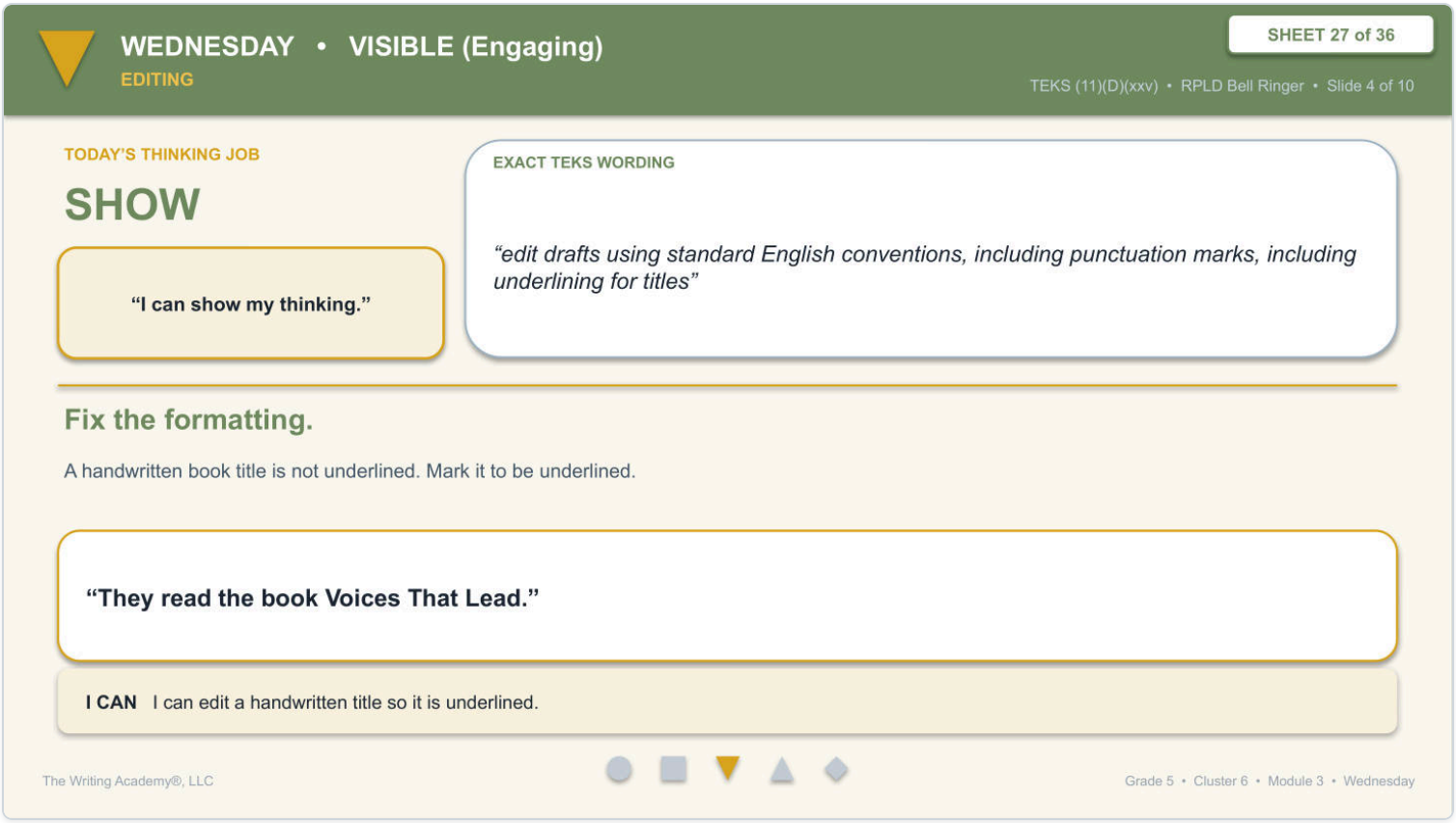
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A handwritten book title is not underlined. Mark it to be underlined."

"Read this with me: 'They read the book Voices That Lead.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: The book title Voices That Lead should be underlined because it names a whole book.

(11)(D)(xxv) · Underlining for Titles · Sheet 27 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, The book title Voices That Lead should be underlined because it names a whole book.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

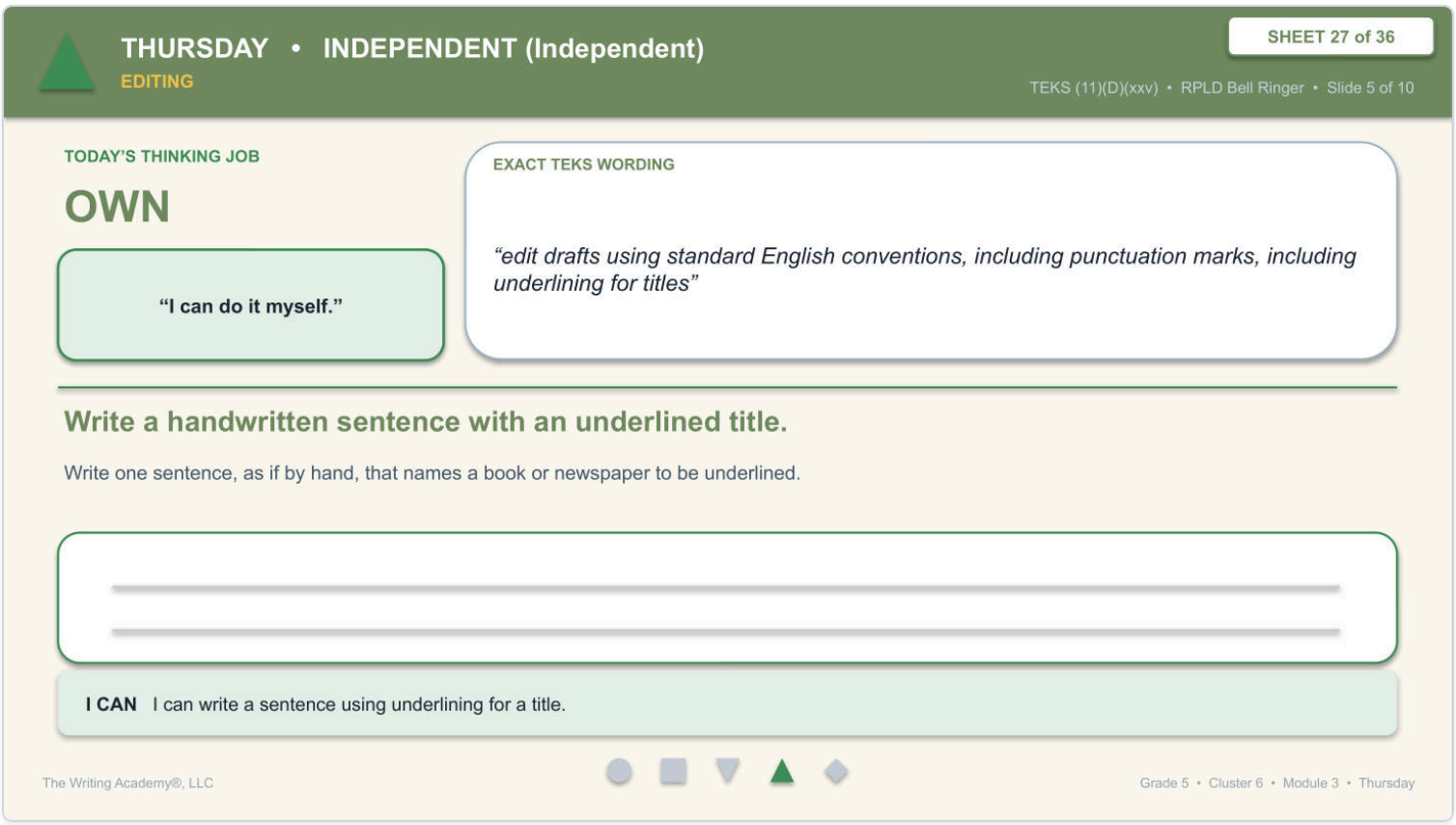
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence, as if by hand, that names a book or newspaper to be underlined."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Our teacher shared the newspaper The Community Times." The title is underlined.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Our teacher shared the newspaper The Community Times." The title is underlined.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions, including punctuation marks, including 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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I cannot make italics with a pencil, so I underline the title to do the same job of setting it apart.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, I cannot make italics with a pencil, so I underline the title to do the same job of setting it apart.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D)(xxv) • Underlining for Titles

SHEET 27 of 36

Slide 7 of 10

Complete the **underlining for titles** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(xxv) edit drafts using standard English conventions, including **underlining for titles**	By hand, the book title **Our Town, Our Voice** is underlined. *Underlining a handwritten title does the same job as italics do when typing.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 27 of 36, and complete the (11)(D)(xxv) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard,

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

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ANSWERS, Across the Five Thinking Levels

TEKS (11)(D)(xxv) • Underlining for Titles

SHEET 27 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The title of the long work is Our Town, Our Voice; when handwritten it is underlined. Emergent, “The Community Times” is the newspaper title that should be underlined. Visible, The book title Voices That Lead should be underlined because it names a whole book. Independent, Sample: “Our teacher shared the newspaper The Community Times.” The title is underlined. Reflective, I cannot make italics with a pencil, so I underline the title to do the same job of setting it apart.*

ANSWER KEY: The title of the long work is Our Town, Our Voice; when handwritten it is underlined. · “The Community Times” is the newspaper title that should be underlined. · The book title Voices That Lead should be underlined because it names a whole book. · Sample: “Our teacher shared the newspaper The Community Times.” The title is underlined. · I cannot make italics with a pencil, so I underline the title to do the same job of setting it apart.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D)(xxv) • Underlining for Titles

SHEET 27 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: On her paper, Maria wrote about the book Voices That Lead. Now, how should Maria write the book title by hand?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D)(xxv) • Underlining for Titles

SHEET 27 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Underlined, as Voices That Lead. When writing by hand, the title of a long work like a book is underlined, which does the same job as italics."

▸ *Walk through why the other choices are 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."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Underlined, as Voices That Lead

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

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EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Marks & Formatting

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is cumulative review: marks & formatting, the standard says: 'edit drafts using standard English conventions (cumulative review of marks and formatting).'"

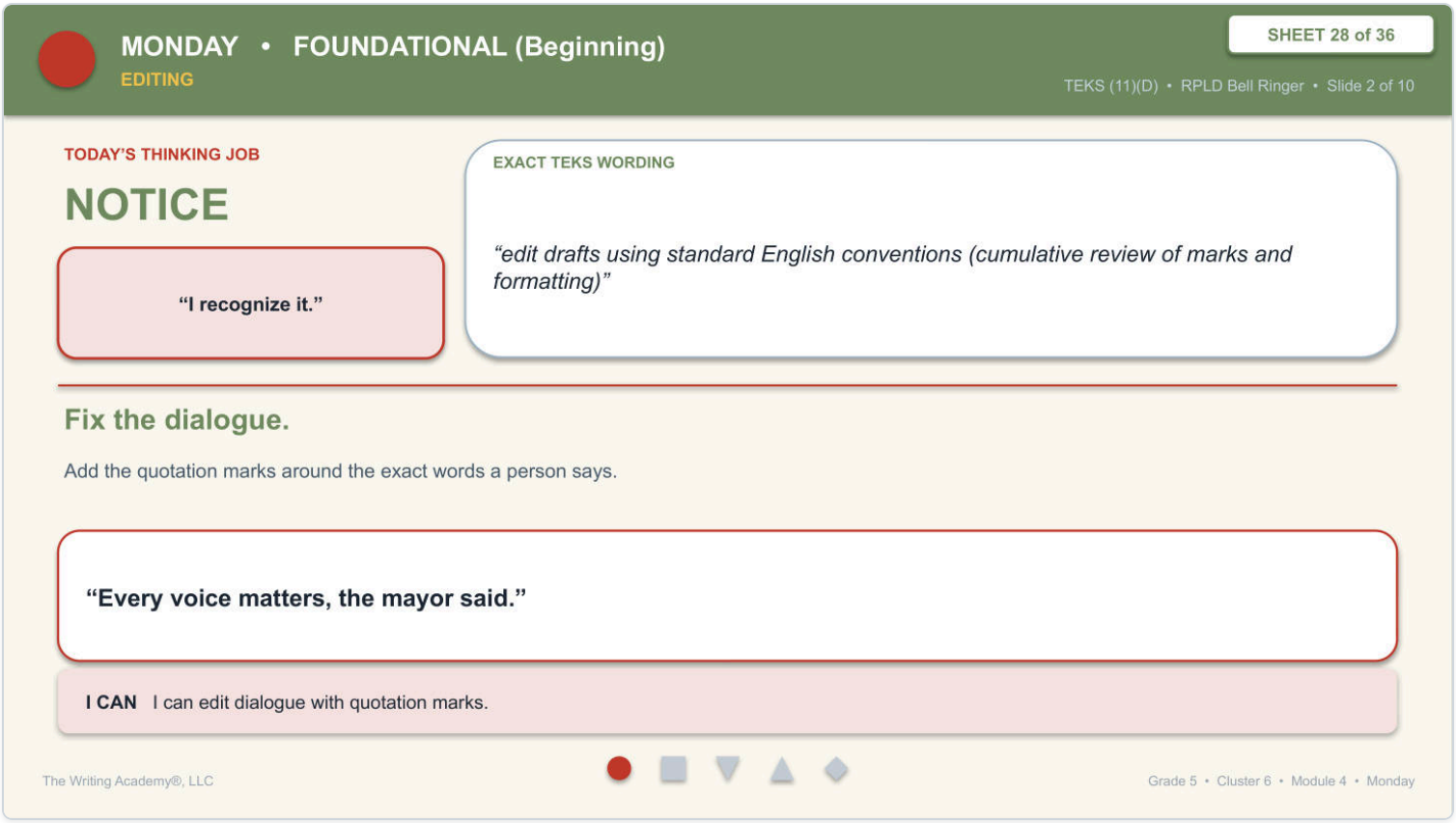
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: marks & formatting, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Marks & Formatting slide deck · student Editing Tracking Sheets · highlighters/pencils.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Fix the dialogue. Add the quotation marks around the exact words a person says."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Every voice matters, the mayor said.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: ""Every voice matters," the mayor said." Quotation marks surround the exact words.

(11)(D) · Cumulative Review: Marks & Formatting · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, ""Every voice matters," the mayor said." Quotation marks surround the exact words.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: marks & formatting" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: marks & formatting is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 28 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of marks 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.



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Grade 5 • Cluster 6 • Module 4 • Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Choose how to write the title of a book when typing."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: The book title should be (in quotation marks / in italics)."

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: The book title should be in italics because it names a whole long work.

(11)(D) · Cumulative Review: Marks & Formatting · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, The book title should be in italics because it names a whole long work.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of 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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A whole sentence is in capitals. Emphasize just one key word with italics or underlining instead."

"Read this with me: 'EVERY VOTE COUNTS.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Every vote counts." One word is stressed with italics instead of all capitals.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Every vote counts." One word is stressed with italics instead of all capitals.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

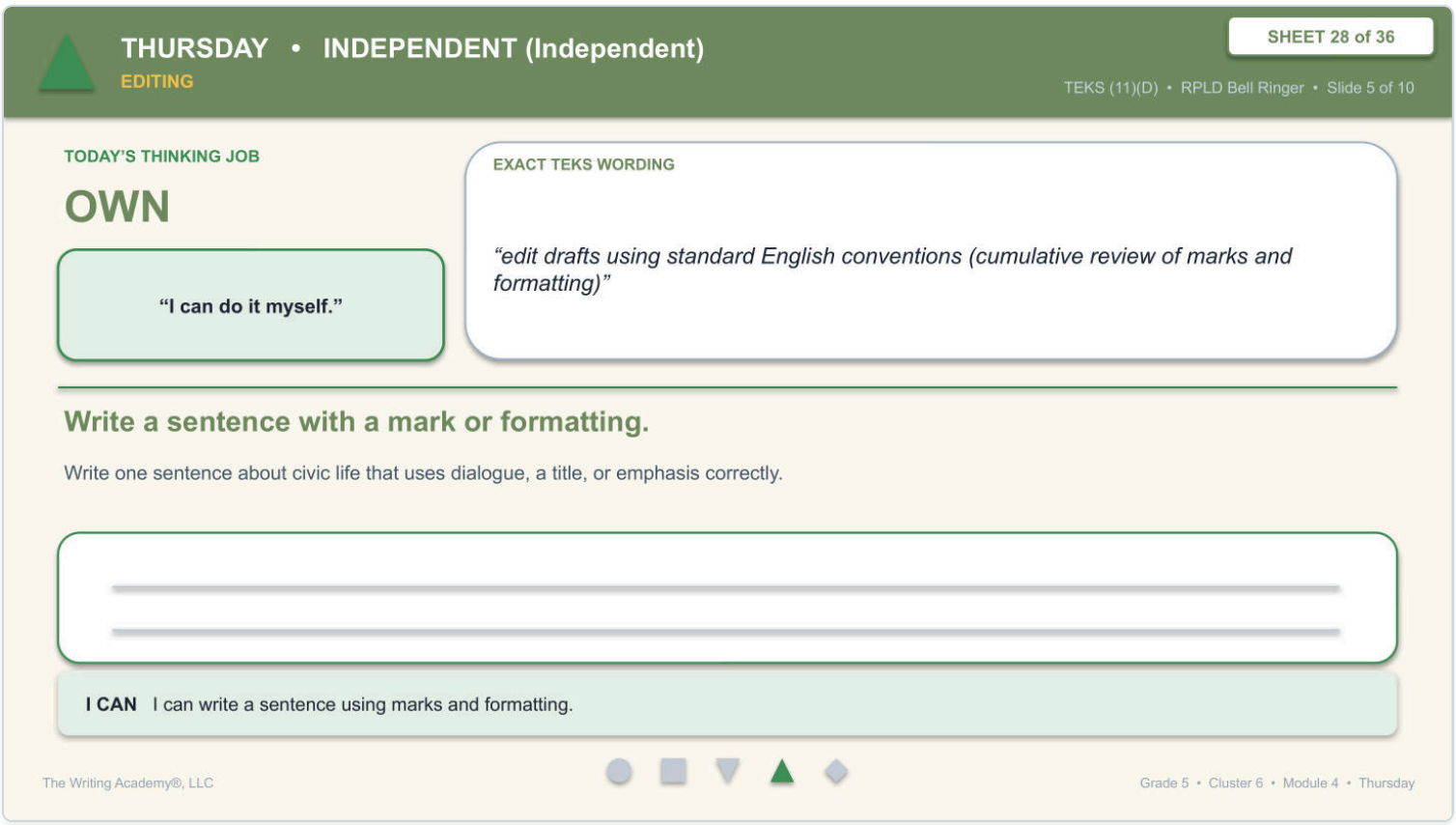
RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.

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TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about civic life that uses dialogue, a title, or emphasis correctly."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: ""We can make a difference," she said." The dialogue is punctuated correctly.

(11)(D) · Cumulative Review: Marks & Formatting · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: ""We can make a difference," she said." The dialogue is punctuated correctly.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of 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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I put the book title in italics because it names a whole long work, which italics set apart.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, I put the book title in italics because it names a whole long work, which italics set apart.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Marks & Formatting

SHEET 28 of 36

Slide 7 of 10

Complete the **cumulative marks and formatting review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **quotation marks, italics, and underlining**	""Every voice matters," the mayor said, and she pointed to the book Our Town, Our Voice." *The dialogue uses quotation marks, and the long-work title is set in italics.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 28 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, the mayor said, and she pointed to the book Our Town, Our Voice." The dialogue uses quotation marks, and the long-work title is set in italics.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Marks & Formatting

SHEET 28 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, ““Every voice matters,” the mayor said.” Quotation marks surround the exact words. Emergent, The book title should be in italics because it names a whole long work. Visible, “Every vote counts.” One word is stressed with italics instead of all capitals. Independent, Sample: ““We can make a difference,” she said.” The dialogue is punctuated correctly. Reflective, I put the book title in italics because it names a whole long work, which italics set apart.*

ANSWER KEY: ““Every voice matters,” the mayor said.” Quotation marks surround the exact words. · The book title should be in italics because it names a whole long work. · “Every vote counts.” One word is stressed with italics instead of all capitals. · Sample: ““We can make a difference,” she said.” The dialogue is punctuated correctly. · I put the book title in italics because it names a whole long work, which italics set apart.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Marks & Formatting

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: I really want to help, said Marcus as he read the book Our Town, Our Voice. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Marks & Formatting · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Marks & Formatting

SHEET 28 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Put quotation marks around I really want to help,. 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."

▸ *Walk through why the other choices are traps.*

"Said and read are both correct past tense. The dialogue is missing its quotation marks, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Put quotation marks around I really want to help,

(11)(D) · Cumulative Review: Marks & Formatting · Sheet 28 of 36 · Cluster 6

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

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EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Sentences

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is cumulative review: sentences, the standard says: 'edit drafts using standard English conventions (cumulative review of sentences).'"

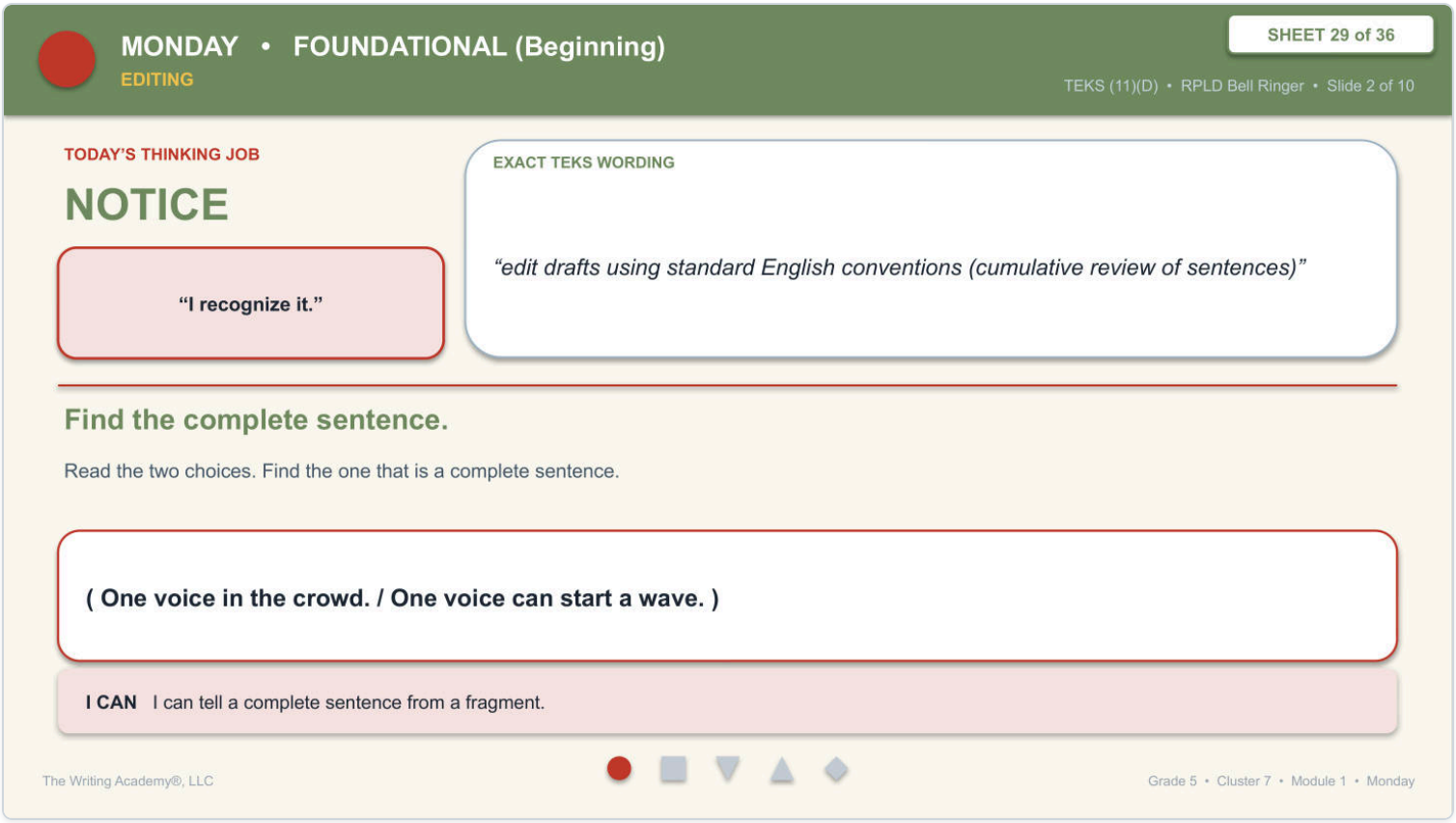
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the complete sentence. Read the two choices. Find the one that is a complete sentence."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: (One voice in the crowd. / One voice can start a wave.)"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "One voice can start a wave." is the complete sentence.

(11)(D) · Cumulative Review: Sentences · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "One voice can start a wave." is the complete sentence.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 29 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of sentences)"

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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Choose the verb that agrees with its subject."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The people (gathers / gather) to speak.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "gather" agrees with the plural subject people.

(11)(D) · Cumulative Review: Sentences · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "gather" agrees with the plural subject people.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

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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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two ideas run together. Add a comma and a joining word."

"Read this with me: 'One person asks a question others begin to listen.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "One person asks a question, and others begin to listen." The comma and and fix the run-on.

(11)(D) · Cumulative Review: Sentences · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "One person asks a question, and others begin to listen." The comma and and fix the run-on.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

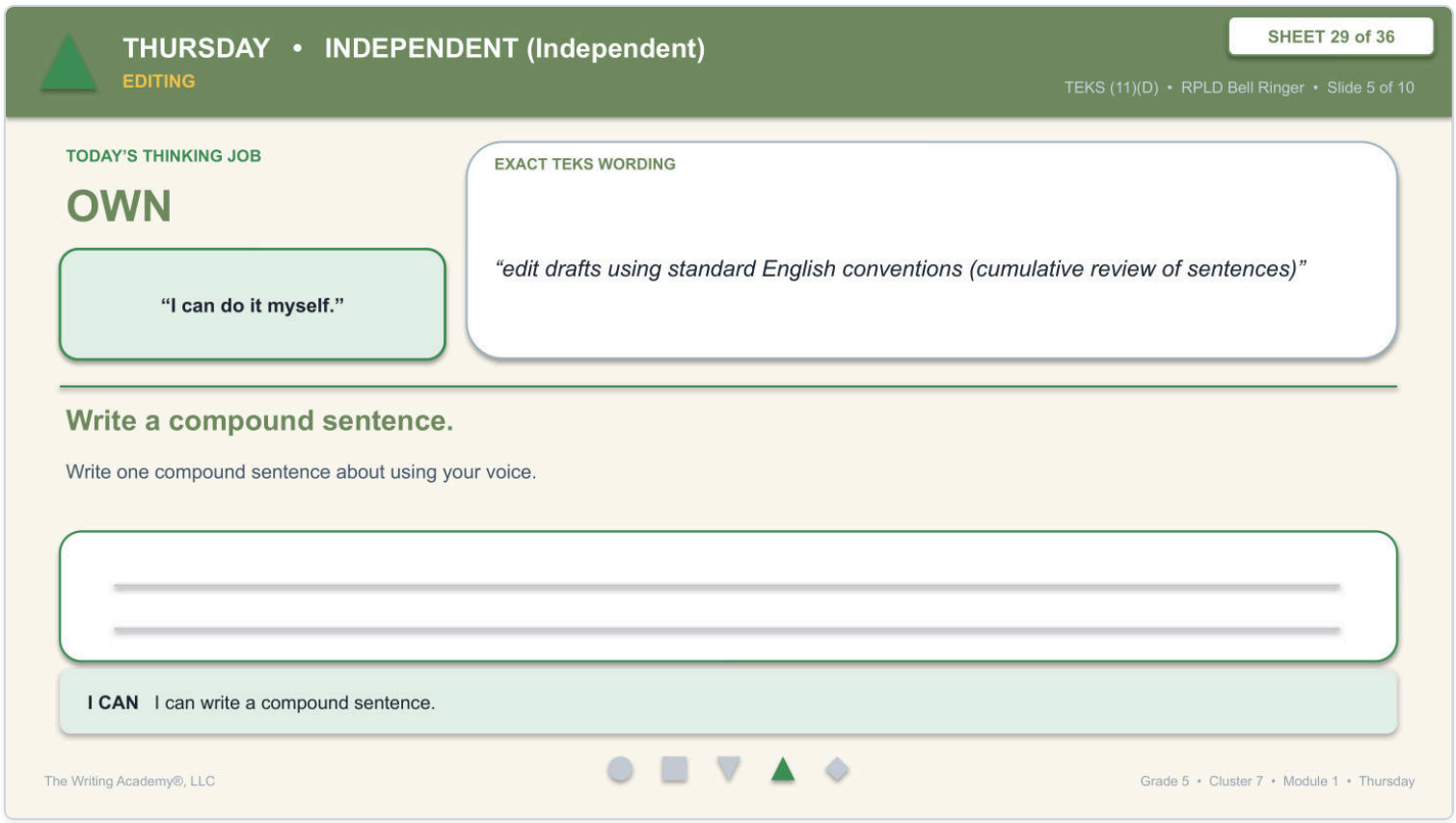
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one compound sentence about using your voice."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "One voice spoke, and many others answered." Two ideas are joined correctly.

(11)(D) · Cumulative Review: Sentences · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "One voice spoke, and many others answered." Two ideas are joined correctly.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of 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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I added the joining word and so the two complete ideas connect smoothly.

(11)(D) · Cumulative Review: Sentences · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, I added the joining word and so the two complete ideas connect smoothly.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Sentences

SHEET 29 of 36

Slide 7 of 10

Complete the **cumulative sentence review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **complete sentences, agreement, and compound sentences**	"One voice spoke, and the crowd began to listen." *Both parts are complete ideas that agree, joined into one compound sentence.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 29 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, Both parts are complete ideas that agree, joined into one compound sentence.

(11)(D) · Cumulative Review: Sentences · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Sentences

SHEET 29 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, “One voice can start a wave.” is the complete sentence. Emergent, “gather” agrees with the plural subject people. Visible, “One person asks a question, and others begin to listen.” The comma and and fix the run-on. Independent, Sample: “One voice spoke, and many others answered.” Two ideas are joined correctly. Reflective, I added the joining word and so the two complete ideas connect smoothly.*

ANSWER KEY: “One voice can start a wave.” is the complete sentence. · “gather” agrees with the plural subject people. · “One person asks a question, and others begin to listen.” The comma and and fix the run-on. · Sample: “One voice spoke, and many others answered.” Two ideas are joined correctly. · I added the joining word and so the two complete ideas connect smoothly.

(11)(D) · Cumulative Review: Sentences · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Sentences

SHEET 29 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: A whisper travels down the street other voices rise to meet it. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Sentences · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Sentences

Correct answer: A Add a comma and the word and after 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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma and the word and after street. Two complete ideas run together, so a comma and the joining word and separate them into a compound sentence."

▸ *Walk through why the other choices are traps.*

"Travels agrees with the singular subject whisper. Voices is a correct plural. There is a run-on, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma and the word and after street

(11)(D) · Cumulative Review: Sentences · Sheet 29 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

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EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Words at Work

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is cumulative review: words at work, the standard says: 'edit drafts using standard English conventions (cumulative review of words at work).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: words at work, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Words at Work slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 30 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of 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."

I CAN I can find an irregular past-tense verb.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the irregular past verb. Read the sentence. Find the verb that shows the past by changing form."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'One voice spoke, and the crowd grew.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The irregular past verb is spoke; it changes form from speak.

(11)(D) · Cumulative Review: Words at Work · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The irregular past verb is spoke; it changes form from speak.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: words at work" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: words at work is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 30 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. A collective noun acts as one. Choose the singular verb."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The crowd (were / was) ready to listen.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "was" agrees with the collective noun crowd, which acts as one.

(11)(D) · Cumulative Review: Words at Work · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "was" agrees with the collective noun crowd, which acts as one.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. A singular indefinite pronoun needs a singular verb. Fix it."

"Read this with me: 'Everyone want to be heard.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Everyone wants to be heard." Everyone is singular, so the verb is wants.

(11)(D) · Cumulative Review: Words at Work · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Everyone wants to be heard." Everyone is singular, so the verb is wants.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

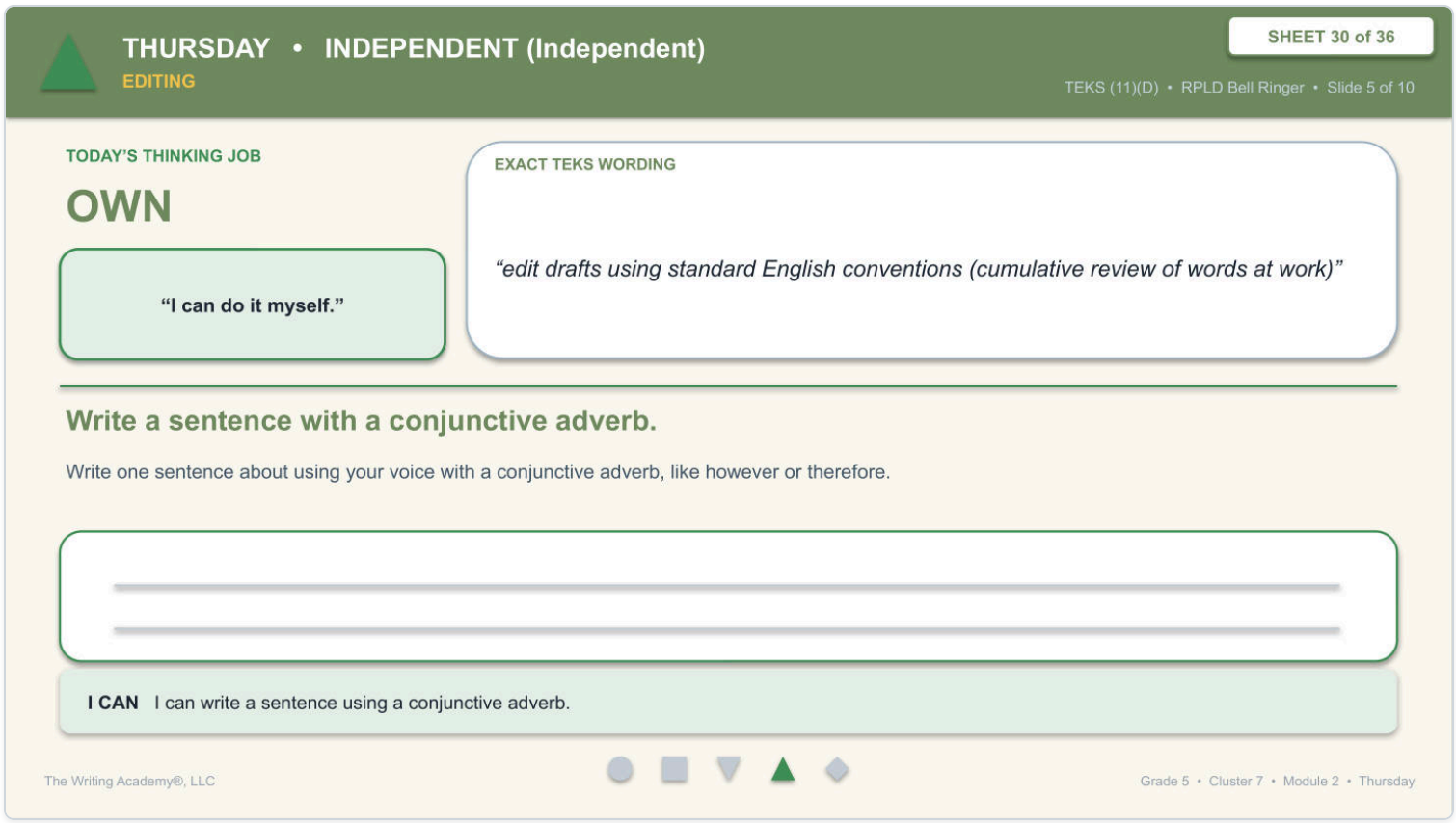
RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.

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TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about using your voice with a conjunctive adverb, like however or therefore."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "One voice was quiet; however, it started a change." However is a conjunctive adverb.

(11)(D) · Cumulative Review: Words at Work · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "One voice was quiet; however, it started a change." However is a conjunctive adverb.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: Everyone is singular, so I changed want to wants to match it.

(11)(D) · Cumulative Review: Words at Work · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, Everyone is singular, so I changed want to wants to match it.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Words at Work

SHEET 30 of 36

Slide 7 of 10

Complete the **cumulative word review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **irregular verbs, collective nouns, adjectives, adverbs, and pronouns**	"The crowd was quiet at first; however, everyone soon spoke." *The collective noun crowd takes was, the conjunctive adverb however connects, and the indefinite pronoun everyone takes spoke.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 30 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The collective noun crowd takes was, the conjunctive adverb however connects, and the indefinite pronoun everyone takes spoke.

(11)(D) · Cumulative Review: Words at Work · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Words at Work

SHEET 30 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The irregular past verb is spoke; it changes form from speak. Emergent, “was” agrees with the collective noun crowd, which acts as one. Visible, “Everyone wants to be heard.” Everyone is singular, so the verb is wants. Independent, Sample: “One voice was quiet; however, it started a change.” However is a conjunctive adverb. Reflective, Everyone is singular, so I changed want to wants to match it.*

ANSWER KEY: The irregular past verb is spoke; it changes form from speak. · “was” agrees with the collective noun crowd, which acts as one. · “Everyone wants to be heard.” Everyone is singular, so the verb is wants. · Sample: “One voice was quiet; however, it started a change.” However is a conjunctive adverb. · Everyone is singular, so I changed want to wants to match it.

(11)(D) · Cumulative Review: Words at Work · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Words at Work

SHEET 30 of 36

Slide 9 of 10

Read this part of a student's draft.

(1) 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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The whole crowd were ready to make a change. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Words at Work · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Words at Work

SHEET 30 of 36

Slide 10 of 10

Correct answer: A Change 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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change were to was. Crowd is a collective noun acting as one group, so it takes the singular verb was, not were."

▸ *Walk through why the other choices are traps.*

"Crowd correctly names one group. Change names one and is correct. The verb does not agree, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change were to was

(11)(D) · Cumulative Review: Words at Work · Sheet 30 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Connecting Ideas

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is cumulative review: connecting ideas, the standard says: 'edit drafts using standard English conventions (cumulative review of connecting and complex sentences).'"

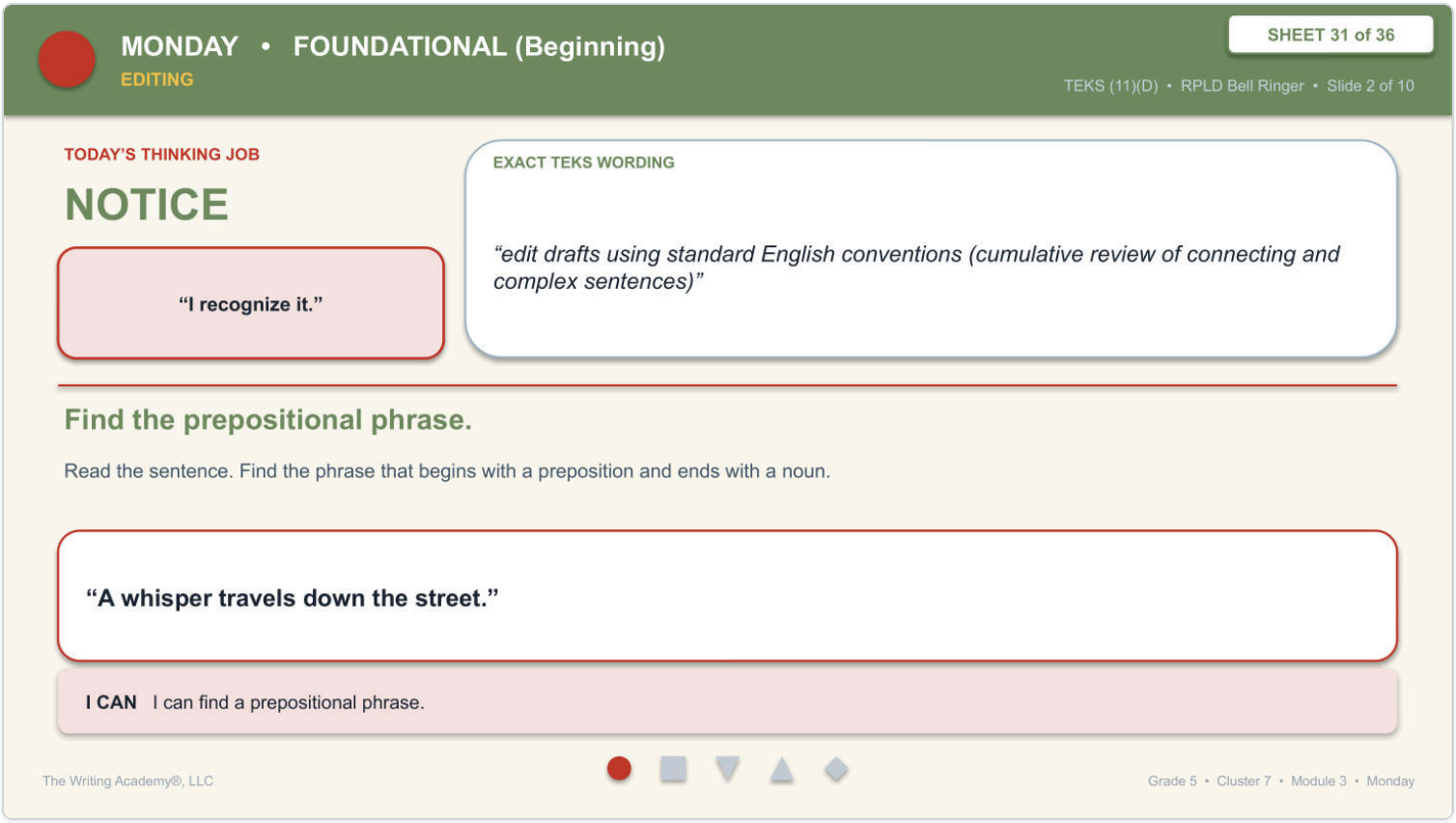
▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: connecting ideas, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Connecting Ideas slide deck · student Editing Tracking Sheets · highlighters/pencils.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the prepositional phrase. Read the sentence. Find the phrase that begins with a preposition and ends with a noun."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'A whisper travels down the street.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The prepositional phrase is down the street; it begins with a preposition and ends with a noun.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The prepositional phrase is down the street; it begins with a preposition and ends with a noun.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: connecting ideas" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: connecting ideas is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 31 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. A prepositional phrase does not change the subject. Choose the verb that agrees with the true subject."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The voice of the people (grow / grows) louder.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "grows" agrees with the singular true subject voice, not people.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "grows" agrees with the singular true subject voice, not people.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

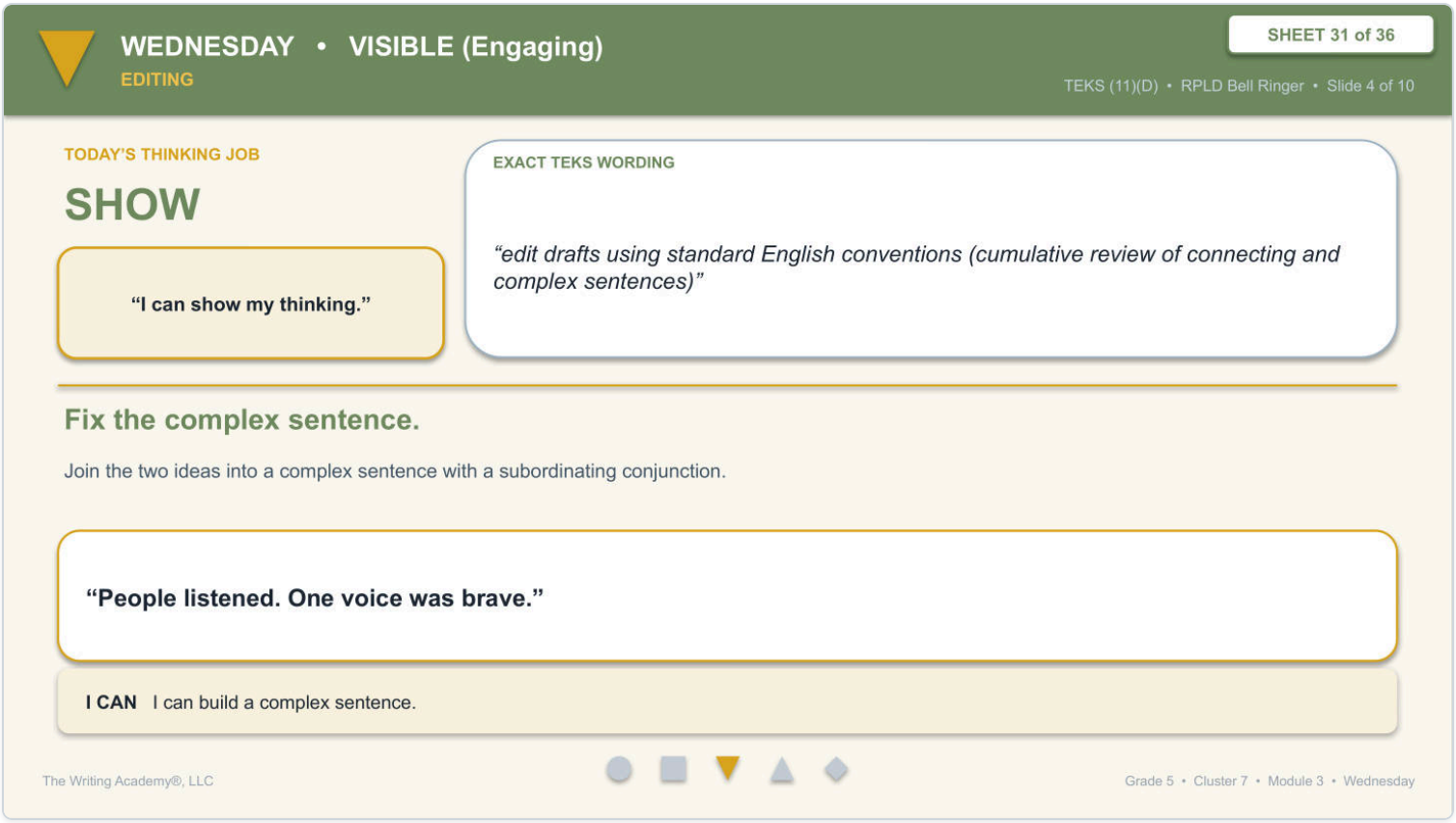
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Join the two ideas into a complex sentence with a subordinating conjunction."

"Read this with me: 'People listened. One voice was brave.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "Because one voice was brave, people listened." Because builds a complex sentence.

(11)(D) · Cumulative Review: Connecting Ideas · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "Because one voice was brave, people listened." Because builds a complex sentence.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

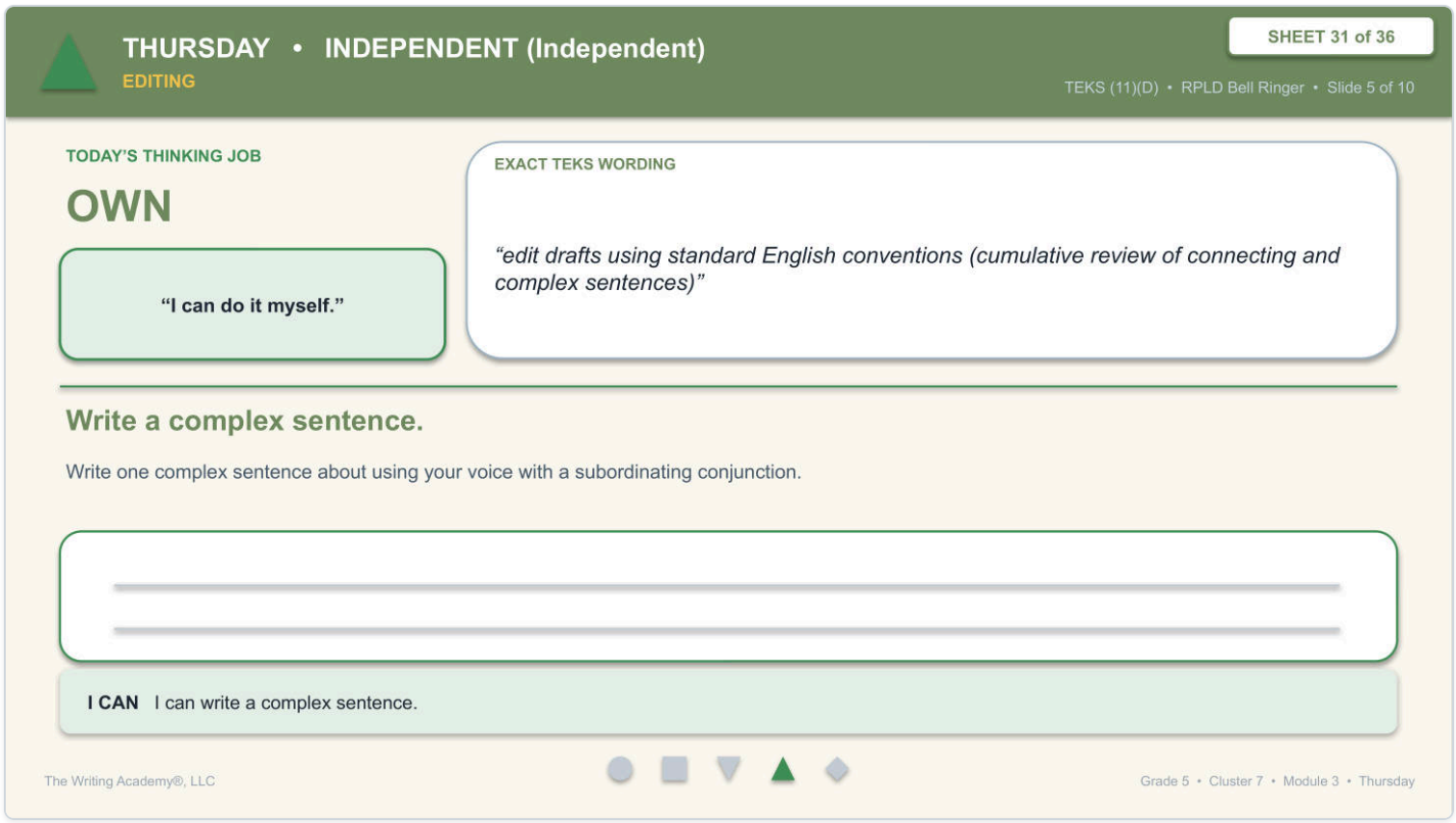
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one complex sentence about using your voice with a subordinating conjunction."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Although one voice seemed small, it reached everyone." Although forms a complex sentence.

(11)(D) · Cumulative Review: Connecting Ideas · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Although one voice seemed small, it reached everyone." Although forms a complex sentence.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

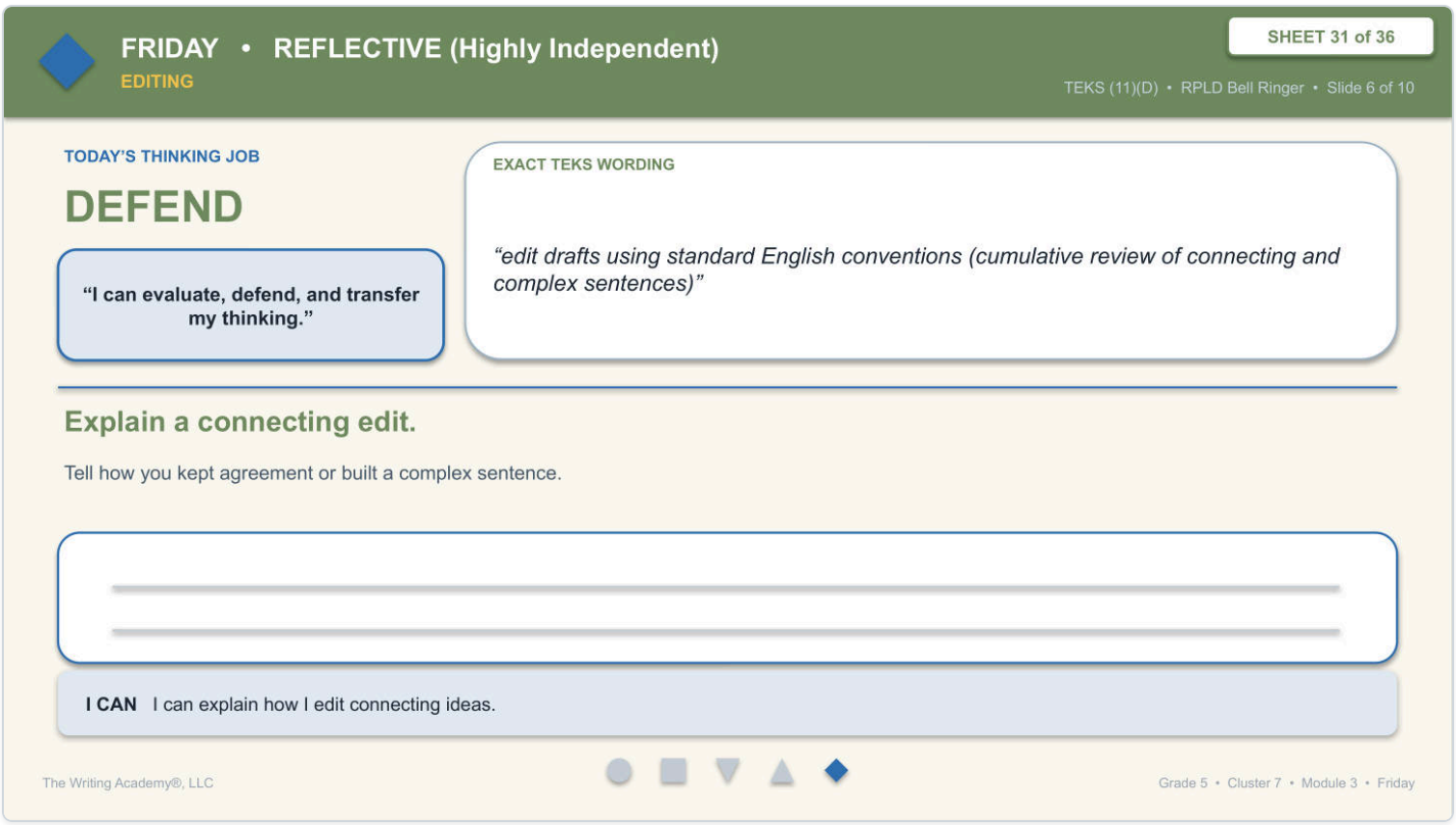
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The true subject is voice, which is singular, so the verb is grows, even though people comes right before it.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The true subject is voice, which is singular, so the verb is grows, even though people comes right before it.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Connecting Ideas

SHEET 31 of 36

Slide 7 of 10

Complete the **cumulative connecting-ideas review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **prepositions, phrases, agreement, and complex sentences**	"Because one voice was brave, the crowd of listeners grew." *The subordinating conjunction because builds a complex sentence, and the true subject crowd keeps the singular verb grew.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 31 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The subordinating conjunction because builds a complex sentence, and the true subject crowd keeps the singular verb grew.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Connecting Ideas

SHEET 31 of 36

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The prepositional phrase is down the street; it begins with a preposition and ends with a noun. Emergent, “grows” agrees with the singular true subject voice, not people. Visible, “Because one voice was brave, people listened.” Because builds a complex sentence. Independent, Sample: “Although one voice seemed small, it reached everyone.” Although forms a complex sentence. Reflective, The true subject is voice, which is singular, so the verb is grows, even though people comes right before it.*

ANSWER KEY: The prepositional phrase is down the street; it begins with a preposition and ends with a noun. · “grows” agrees with the singular true subject voice, not people. · “Because one voice was brave, people listened.” Because builds a complex sentence. · Sample: “Although one voice seemed small, it reached everyone.” Although forms a complex sentence. · The true subject is voice, which is singular, so the verb is grows, even though people comes right before it.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Connecting Ideas

SHEET 31 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The voice of the people grow stronger every day. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Connecting Ideas

SHEET 31 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change grow to grows. The true subject is voice, which is singular, so the verb is grows; the phrase of the people does not change the subject."

▸ *Walk through why the other choices are 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."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change grow to grows

(11)(D) · Cumulative Review: Connecting Ideas · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Capitalization

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is cumulative review: capitalization, the standard says: 'edit drafts using standard English conventions (cumulative review of capitalization).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: capitalization, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Capitalization slide deck · student Editing Tracking Sheets · highlighters/pencils.

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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."

I CAN I can find a word that needs a capital letter.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the word that needs a capital. Read the sentence. Find the abbreviation, initial, acronym, or organization that needs a capital."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'The group joined the p.t.a.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The acronym p.t.a. should be P.T.A. because its letters stand for capitalized words.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The acronym p.t.a. should be P.T.A. because its letters stand for capitalized words.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: capitalization" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: capitalization is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)
EDITING

SHEET 32 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of capitalization)"

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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Choose the version capitalized correctly."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The letter was signed by (m. / M.) Rivera.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "M." is correct because an initial stands for a proper name.

(11)(D) · Cumulative Review: Capitalization · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "M." is correct because an initial stands for a proper name.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

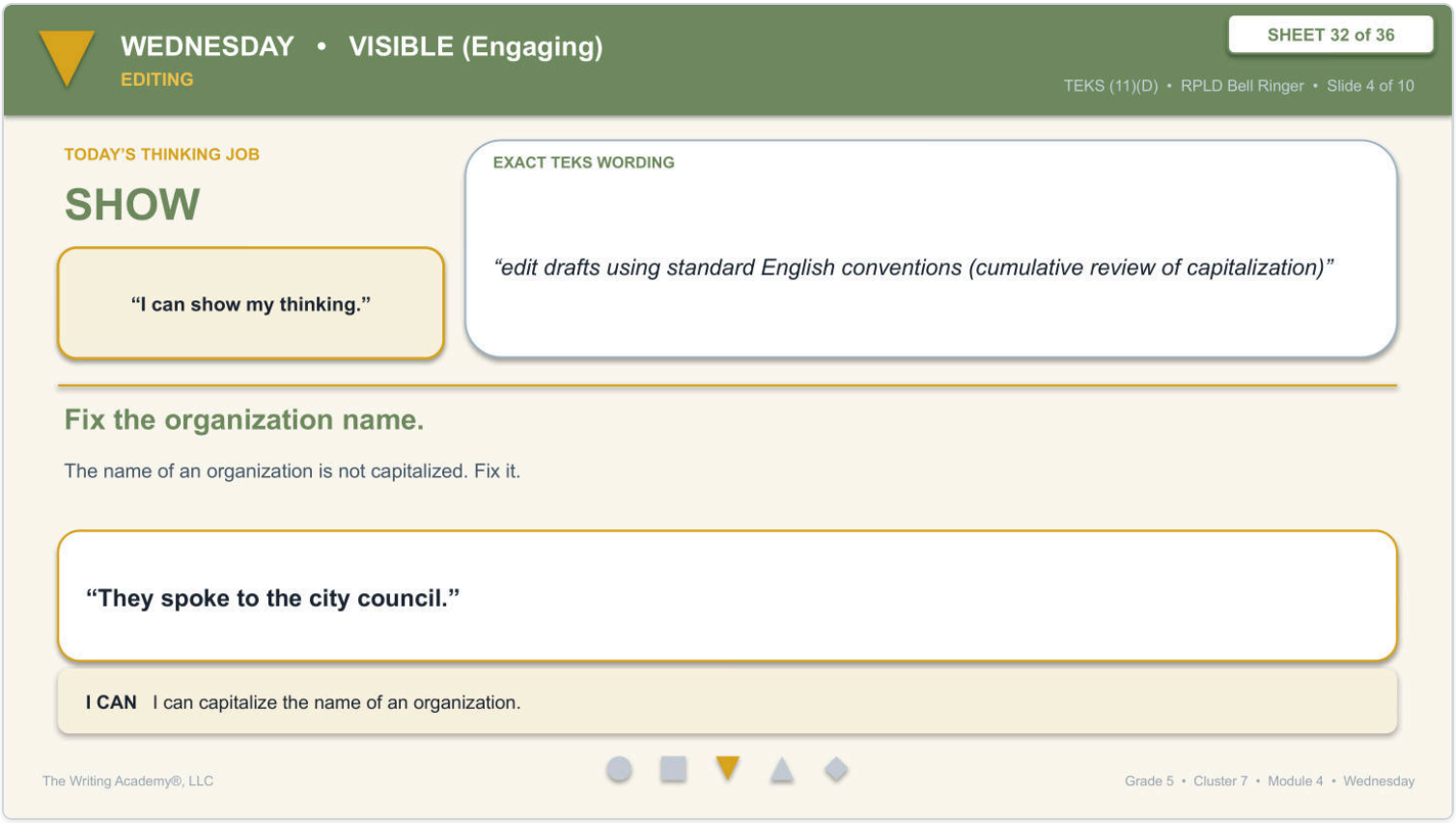
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. The name of an organization is not capitalized. Fix it."

"Read this with me: 'They spoke to the city council.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "They spoke to the City Council." The organization name is capitalized.

(11)(D) · Cumulative Review: Capitalization · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "They spoke to the City Council." The organization name is capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

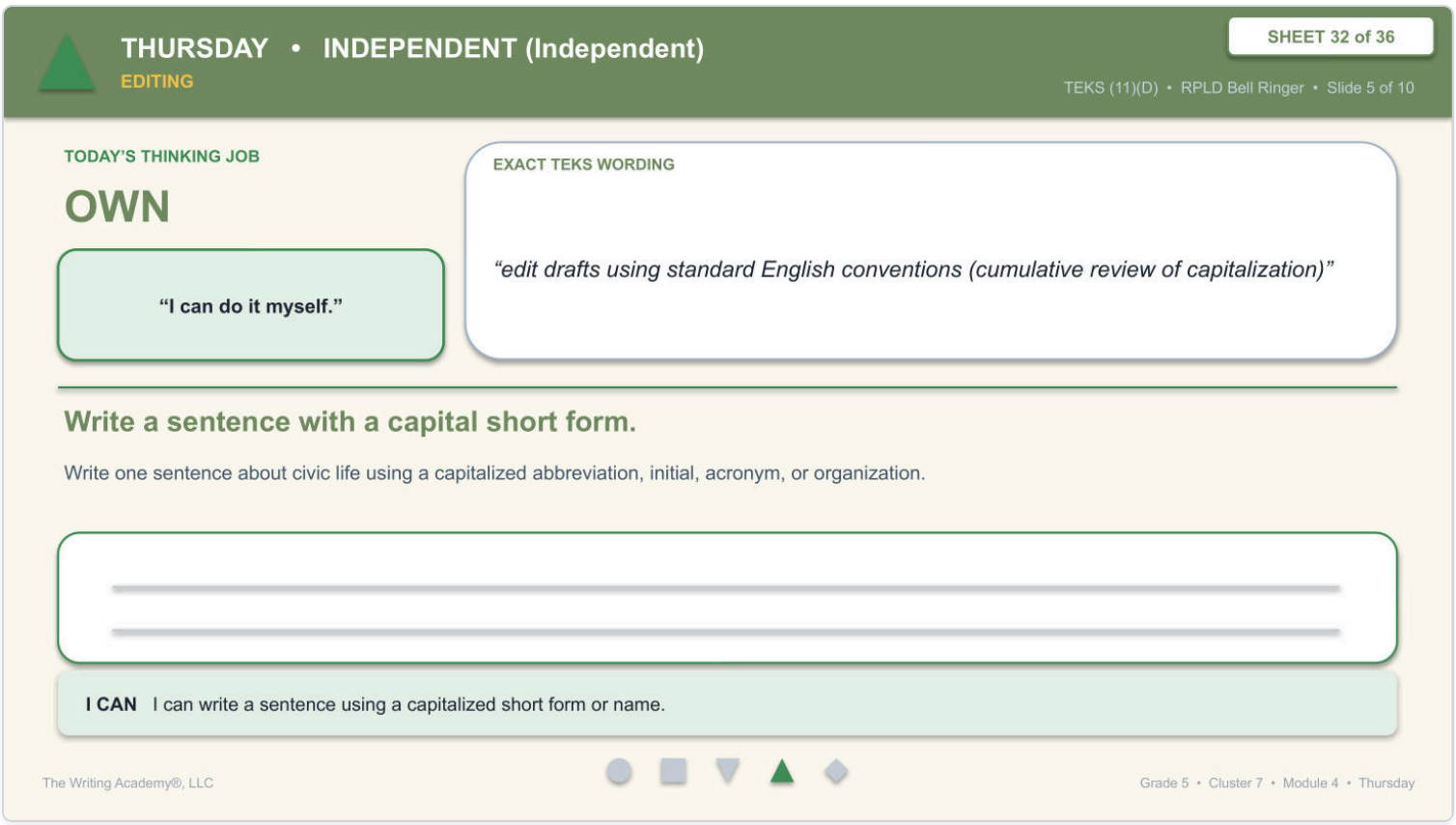
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about civic life using a capitalized abbreviation, initial, acronym, or organization."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "The students wrote to the U.S. Senate." The abbreviation and organization are capitalized.

(11)(D) · Cumulative Review: Capitalization · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The students wrote to the U.S. Senate." The abbreviation and organization are capitalized.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

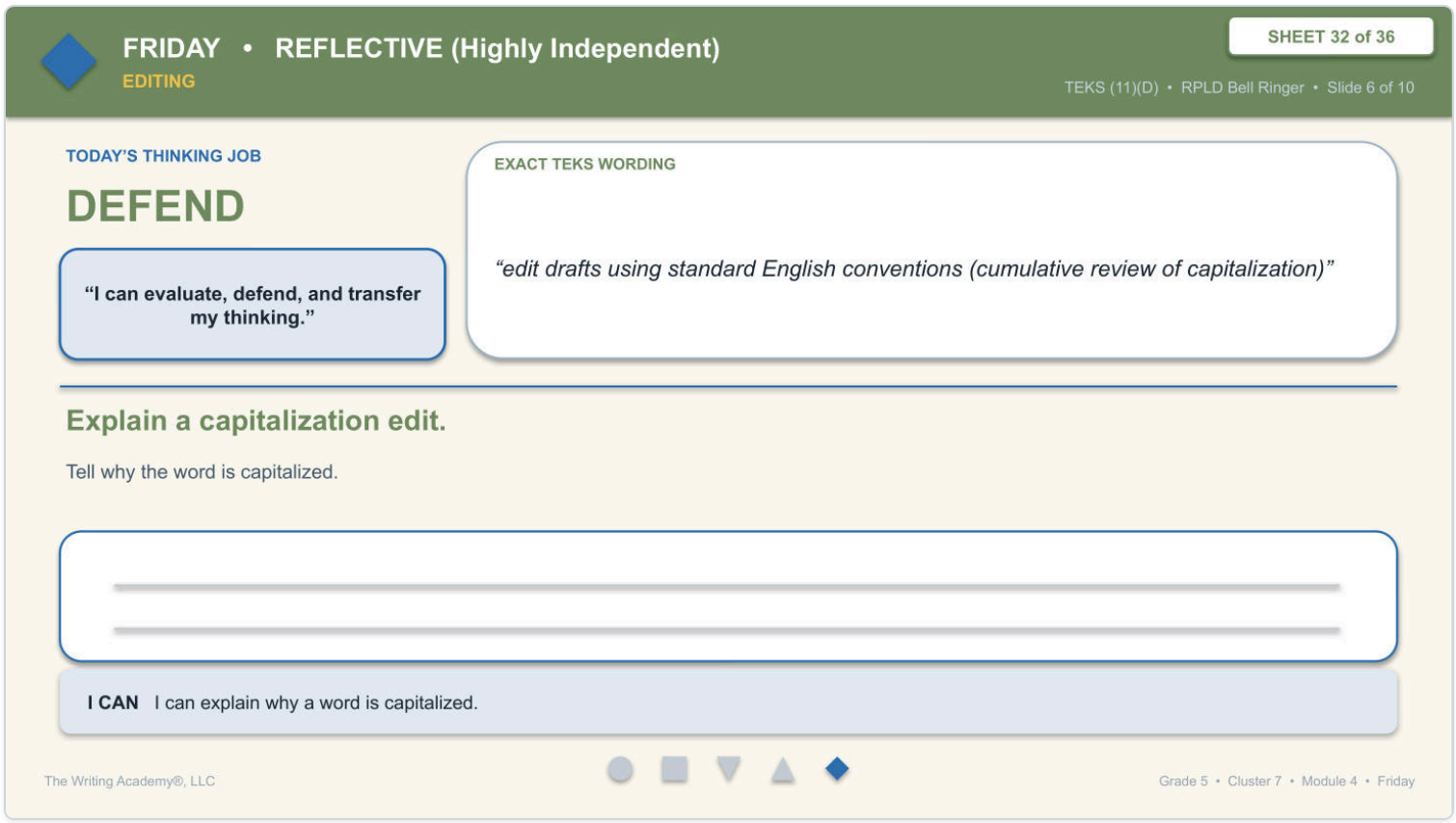
"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: P.T.A. is an acronym whose letters stand for capitalized words, so the whole acronym is in capitals.

(11)(D) · Cumulative Review: Capitalization · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, P.T.A. is an acronym whose letters stand for capitalized words, so the whole acronym is in capitals.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Capitalization

SHEET 32 of 36

Slide 7 of 10

Complete the **cumulative capitalization review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **abbreviations, initials, acronyms, and organizations**	"M. Rivera wrote to the City Council on behalf of the P.T.A." *The initial M., the organization City Council, and the acronym P.T.A. are all capitalized correctly.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 32 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The initial M., the organization City Council, and the acronym P.T.A. are all capitalized correctly.

(11)(D) · Cumulative Review: Capitalization · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

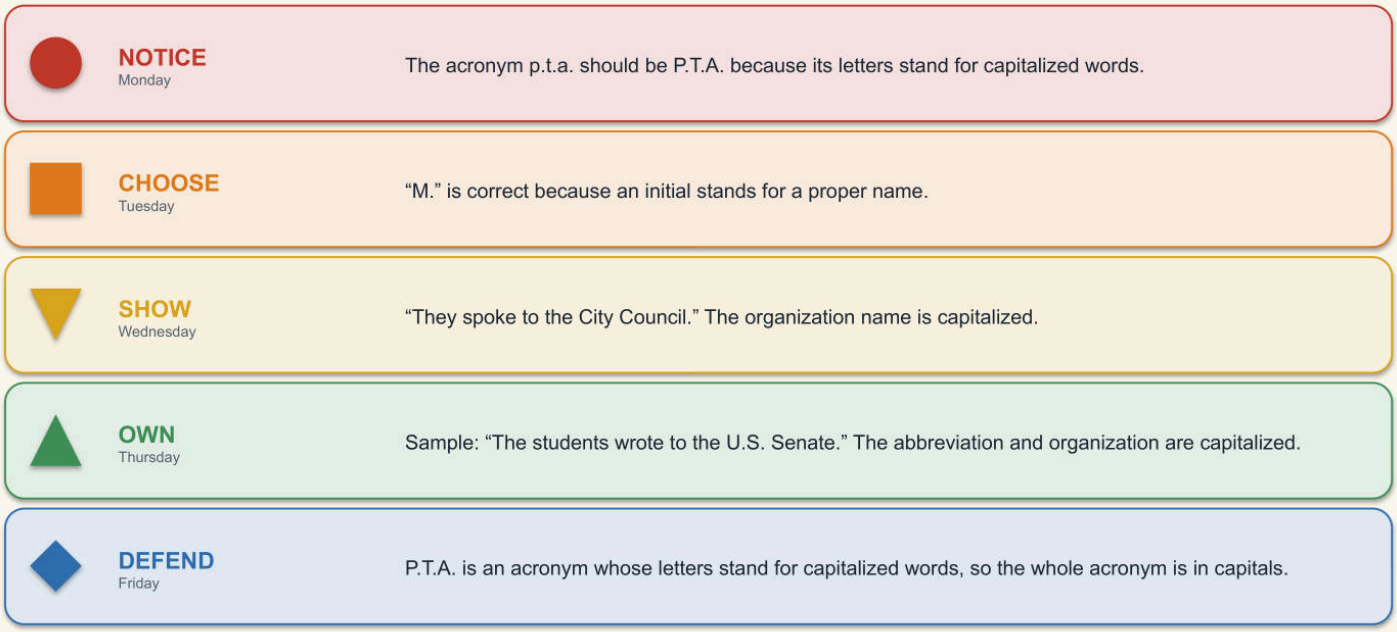
The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Capitalization



TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The acronym p.t.a. should be P.T.A. because its letters stand for capitalized words. Emergent, “M.” is correct because an initial stands for a proper name. Visible, “They spoke to the City Council.” The organization name is capitalized. Independent, Sample: “The students wrote to the U.S. Senate.” The abbreviation and organization are capitalized. Reflective, P.T.A. is an acronym whose letters stand for capitalized words, so the whole acronym is in capitals.*

ANSWER KEY: The acronym p.t.a. should be P.T.A. because its letters stand for capitalized words. · “M.” is correct because an initial stands for a proper name. · “They spoke to the City Council.” The organization name is capitalized. · Sample: “The students wrote to the U.S. Senate.” The abbreviation and organization are capitalized. · P.T.A. is an acronym whose letters stand for capitalized words, so the whole acronym is in capitals.

(11)(D) · Cumulative Review: Capitalization · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Capitalization

SHEET 32 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The young leaders shared their ideas with the city council. Now, what change, if any, should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Capitalization · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Capitalization

SHEET 32 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change city council to City Council. City Council is the name of a specific organization, so its important words must be capitalized."

▸ *Walk through why the other choices are traps.*

"Leaders is a correct plural. Shared is the correct past tense. There is an error, so No change is needed is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change city council to City Council

(11)(D) · Cumulative Review: Capitalization · Sheet 32 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of strong sentences)"

WHAT DOES THIS MEAN TO ME?

As I finish my research writing, I **review my sentences** so every idea is strong and clear.
I check **complete sentences**, **subject-verb agreement**, and **compound 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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Strong Sentences

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is cumulative review: strong sentences, the standard says: 'edit drafts using standard English conventions (cumulative review of strong sentences).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: strong sentences, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Strong Sentences slide deck · student Editing Tracking Sheets · highlighters/pencils.

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MONDAY • FOUNDATIONAL (Beginning)
EDITING

SHEET 33 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of 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.)

I CAN I can tell a complete sentence from a fragment.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the complete sentence. Read the two choices. Find the one that is a complete sentence."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: (Change in many ways. / A nation can change in many ways.)"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "A nation can change in many ways." is the complete sentence.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "A nation can change in many ways." is the complete sentence.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: strong sentences" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: strong sentences is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

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TUESDAY • EMERGENT (Developing)
EDITING

SHEET 33 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of strong sentences)"

Choose the verb that agrees.

Choose the verb that agrees with its subject.

"The citizens (asks / ask) important questions."

I CAN I can choose a verb that agrees with its subject.



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Grade 5 • Cluster 8 • Module 1 • Tuesday

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Choose the verb that agrees with its subject."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The citizens (asks / ask) important questions.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "ask" agrees with the plural subject citizens.

(11)(D) · Cumulative Review: Strong Sentences · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "ask" agrees with the plural subject citizens.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

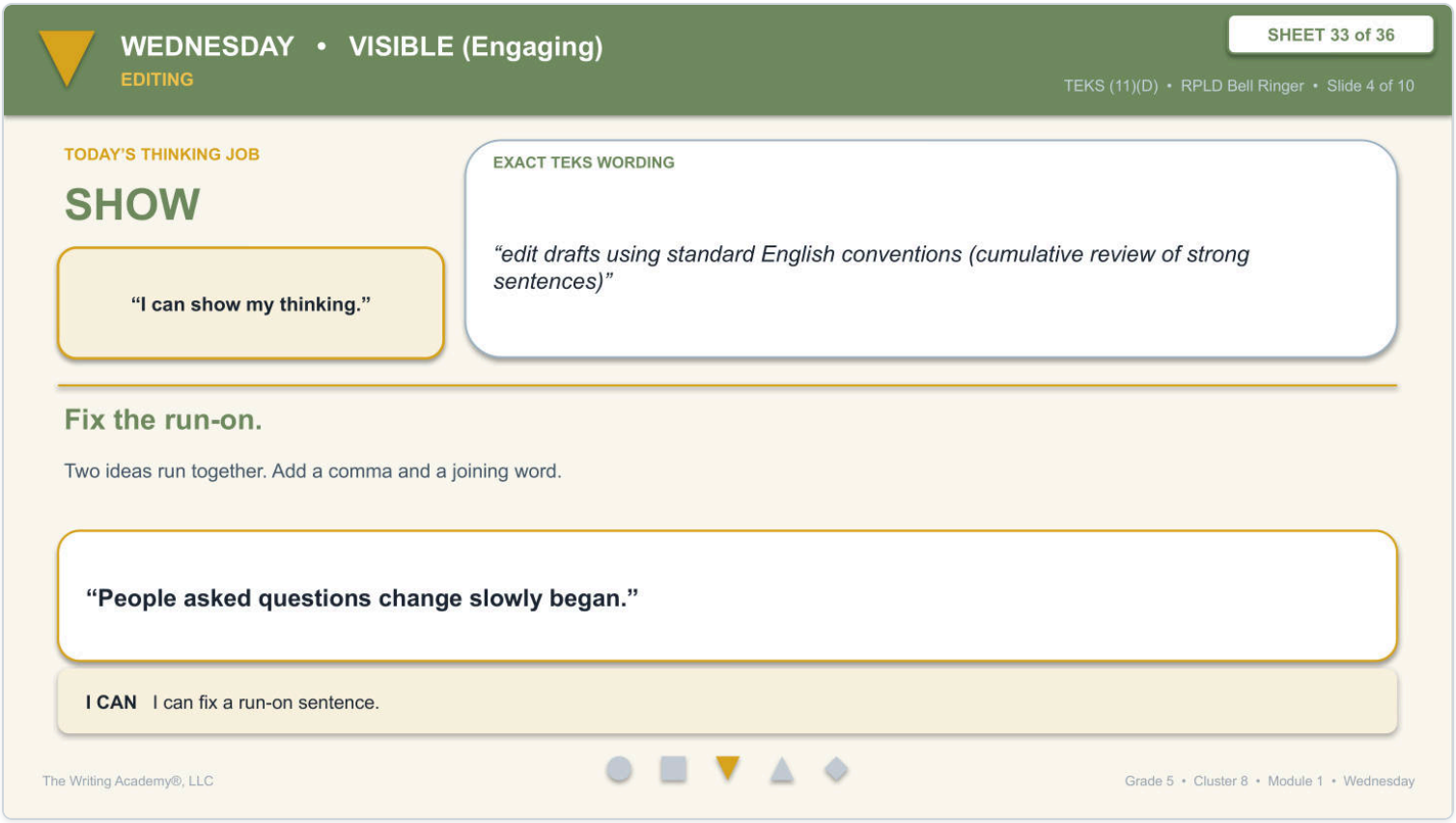
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Two ideas run together. Add a comma and a joining word."

"Read this with me: 'People asked questions change slowly began.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "People asked questions, and change slowly began." The comma and and fix the run-on.

(11)(D) · Cumulative Review: Strong Sentences · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "People asked questions, and change slowly began." The comma and and fix the run-on.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

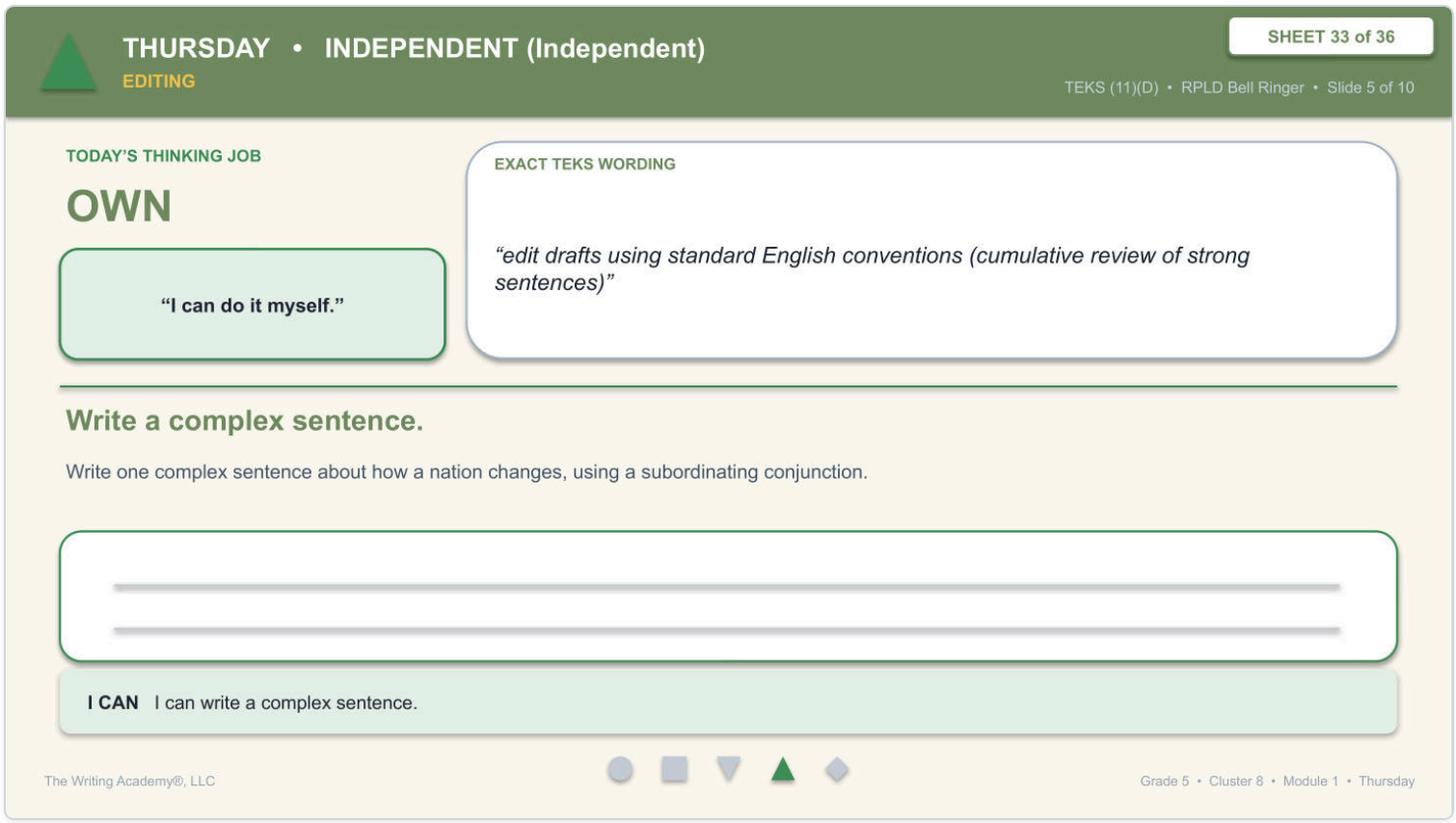
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one complex sentence about how a nation changes, using a subordinating conjunction."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "When citizens speak up, a nation can change." A complex sentence.

(11)(D) · Cumulative Review: Strong Sentences · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "When citizens speak up, a nation can change." A complex sentence.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 33 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of strong sentences)"

Explain a sentence edit.

Tell how you made an idea a complete, clear sentence.

I CAN I can explain how I edit for strong sentences.

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Grade 5 • Cluster 8 • Module 1 • Friday

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: I added the joining word and so the two complete ideas connect smoothly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, I added the joining word and so the two complete ideas connect smoothly.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Strong Sentences

SHEET 33 of 36

Slide 7 of 10

Complete the **cumulative sentence review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **complete, compound, and complex sentences**	"When citizens asked questions, ideas grew, and change began." *A complex opening, a complete idea, and a compound join all work together correctly.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 33 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, A complex opening, a complete idea, and a compound join all work together correctly.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

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ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Strong Sentences

SHEET 33 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, “A nation can change in many ways.” is the complete sentence. Emergent, “ask” agrees with the plural subject citizens. Visible, “People asked questions, and change slowly began.” The comma and and fix the run-on. Independent, Sample: “When citizens speak up, a nation can change.” A complex sentence. Reflective, I added the joining word and so the two complete ideas connect smoothly.*

ANSWER KEY: “A nation can change in many ways.” is the complete sentence. · “ask” agrees with the plural subject citizens. · “People asked questions, and change slowly began.” The comma and and fix the run-on. · Sample: “When citizens speak up, a nation can change.” A complex sentence. · I added the joining word and so the two complete ideas connect smoothly.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Strong Sentences

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: A question begins to spread it changes how people think. Now, sentence 1 is written incorrectly. What change should be made?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

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SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Strong Sentences

SHEET 33 of 36

Slide 10 of 10

Correct answer: A Add a comma and the word and after 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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma and the word and after spread. Two complete ideas run together, so a comma and the joining word and separate them into a compound sentence."

▸ *Walk through why the other choices are traps.*

"Begins agrees with the singular subject question. People is a correct plural. There is a run-on, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma and the word and after spread

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

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EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (cumulative review of exact words)"

WHAT DOES THIS MEAN TO ME?

As I finish my research writing, I **review the words** so each one has the right form. I check **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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Exact Words

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is cumulative review: exact words, the standard says: 'edit drafts using standard English conventions (cumulative review of exact words).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: exact words, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Exact Words slide deck · student Editing Tracking Sheets · highlighters/pencils.

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MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 34 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of 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."

I CAN I can find an irregular past-tense verb.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Find the irregular past verb. Read the sentence. Find the verb that shows the past by changing form."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Citizens wrote letters to their leaders.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: The irregular past verb is wrote; it changes form from write.

(11)(D) · Cumulative Review: Exact Words · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The irregular past verb is wrote; it changes form from write.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: exact words" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: exact words is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 34 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of exact words)"

Choose the 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. A collective noun acts as one. Choose the singular verb."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The nation (were / was) ready for change.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "was" agrees with the collective noun nation, which acts as one.

(11)(D) · Cumulative Review: Exact Words · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "was" agrees with the collective noun nation, which acts as one.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

WEDNESDAY • VISIBLE (Engaging)
EDITING

SHEET 34 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 4 of 10

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of exact words)"

Fix the superlative adjective.

Fix the adjective so it uses the correct superlative form.

"Voting is the most important right of all." already correct; fix: "the importantest right of all"

I CAN I can fix a superlative adjective.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Fix the adjective so it uses the correct superlative form."

"Read this with me: 'Voting is the most important right of all.' already correct; fix: 'the importantest right of all'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "the most important right of all" uses the correct superlative, not importantest.

(11)(D) · Cumulative Review: Exact Words · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "the most important right of all" uses the correct superlative, not importantest.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions (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.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a changing nation using an indefinite pronoun, like everyone or someone."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "Everyone has a voice in a fair nation." Everyone is an indefinite pronoun.

(11)(D) · Cumulative Review: Exact Words · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Everyone has a voice in a fair nation." Everyone is an indefinite pronoun.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

FRIDAY • REFLECTIVE (Highly Independent)

EDITING

SHEET 34 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 6 of 10

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of exact words)"

Explain a word edit.

Tell how you fixed a word's form.

I CAN I can explain how I edit a word's form.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The nation acts as one group, so I used the singular verb was.

(11)(D) · Cumulative Review: Exact Words · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The nation acts as one group, so I used the singular verb was.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Exact Words

SHEET 34 of 36

Slide 7 of 10

Complete the **cumulative word review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **irregular verbs, collective nouns, adjectives, adverbs, and pronouns**	"The nation slowly became fairer as everyone gained a stronger voice." *The collective noun nation takes became, the comparatives are correct, and the indefinite pronoun everyone takes gained.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 34 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The collective noun nation takes became, the comparatives are correct, and the indefinite pronoun everyone takes gained.

(11)(D) · Cumulative Review: Exact Words · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Exact Words

NOTICE Monday	The 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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, The irregular past verb is wrote; it changes form from write. Emergent, “was” agrees with the collective noun nation, which acts as one. Visible, “the most important right of all” uses the correct superlative, not importantest. Independent, Sample: “Everyone has a voice in a fair nation.” Everyone is an indefinite pronoun. Reflective, The nation acts as one group, so I used the singular verb was.*

ANSWER KEY: The irregular past verb is wrote; it changes form from write. · “was” agrees with the collective noun nation, which acts as one. · “the most important right of all” uses the correct superlative, not importantest. · Sample: “Everyone has a voice in a fair nation.” Everyone is an indefinite pronoun. · The nation acts as one group, so I used the singular verb was.

(11)(D) · Cumulative Review: Exact Words · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

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SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Exact Words

SHEET 34 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: The whole nation were changed by the new ideas. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Exact Words · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Exact Words

SHEET 34 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Change were to was. Nation is a collective noun acting as one group, so it takes the singular verb was, not were."

▸ *Walk through why the other choices are traps.*

"Nation correctly names one group. Ideas is a correct plural. The verb does not agree, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Change were to was

(11)(D) · Cumulative Review: Exact Words · Sheet 34 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Cumulative Review: Marks & Formatting

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

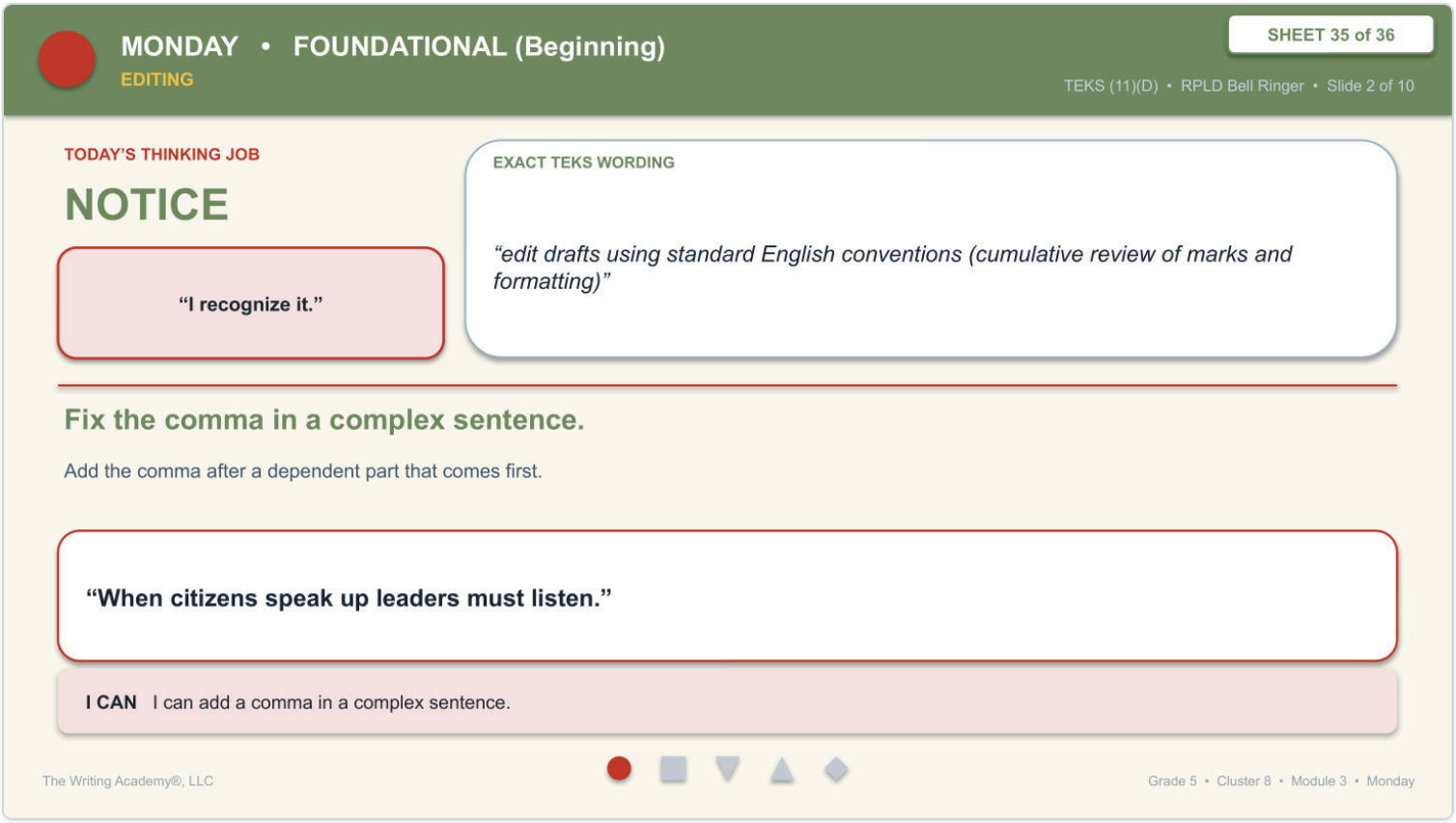
"This week, our editing focus is cumulative review: marks & formatting, the standard says: 'edit drafts using standard English conventions (cumulative review of marks and formatting).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: cumulative review: marks & formatting, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Cumulative Review: Marks & Formatting slide deck · student Editing Tracking Sheets · highlighters/pencils.



TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Fix the comma in a complex sentence. Add the comma after a dependent part that comes first."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'When citizens speak up leaders must listen.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: "When citizens speak up, leaders must listen." The comma follows the first dependent part.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "When citizens speak up, leaders must listen." The comma follows the first dependent part.

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "cumulative review: marks & formatting" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when cumulative review: marks & formatting is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 35 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (cumulative review of marks 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.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Add the quotation marks around the exact words a person says."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'Is this fair? one citizen asked.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: ""Is this fair?" one citizen asked." Quotation marks surround the exact words.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, ""Is this fair?" one citizen asked." Quotation marks surround the exact words.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

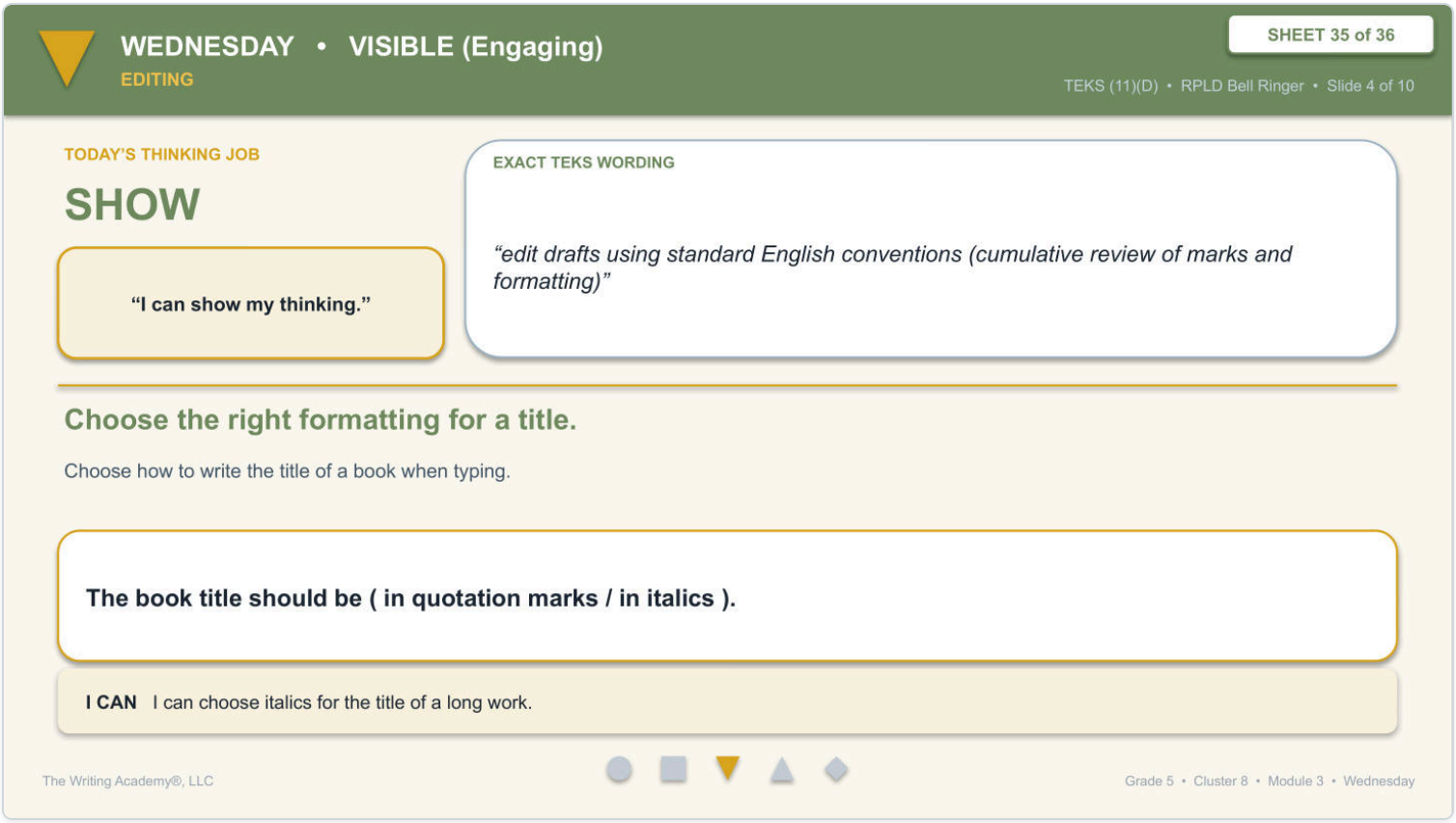
"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Choose how to write the title of a book when typing."

"Read this with me: The book title should be (in quotation marks / in italics)."

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: The book title should be in italics because it names a whole long work.

(11)(D) · Cumulative Review: Marks & Formatting · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, The book title should be in italics because it names a whole long work.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

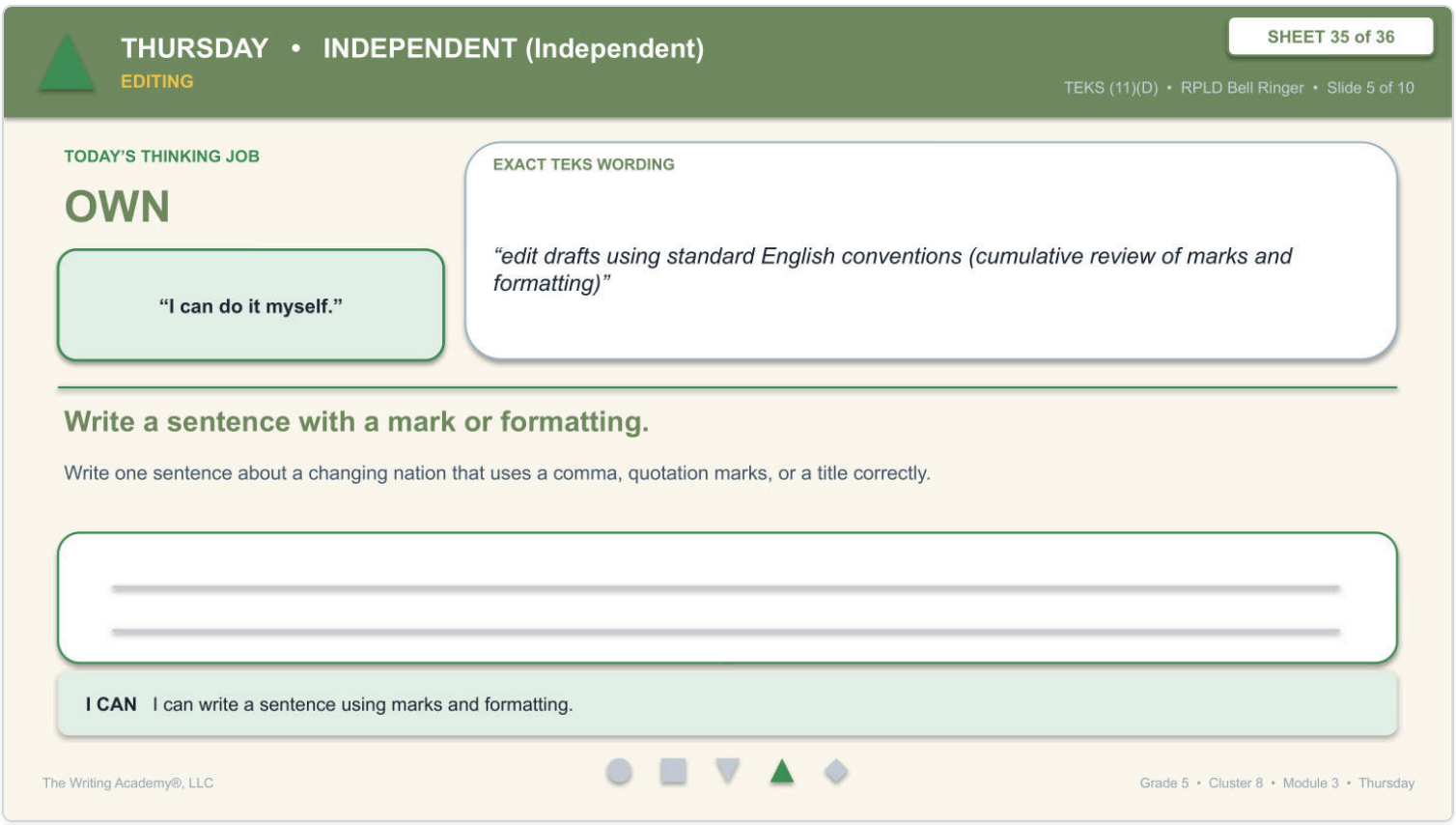
"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.



TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one sentence about a changing nation that uses a comma, quotation marks, or a title correctly."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: ""Every citizen matters," the leader said." The dialogue is punctuated correctly.

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: ""Every citizen matters," the leader said." The dialogue is punctuated correctly.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.



TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: The dependent part comes first, so I added a comma to show where it ends.

(11)(D) · Cumulative Review: Marks & Formatting · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, The dependent part comes first, so I added a comma to show where it ends.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Cumulative Review: Marks & Formatting

SHEET 35 of 36

Slide 7 of 10

Complete the **cumulative marks and formatting review** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions, reviewing **commas, quotation marks, and italics or underlining**	"When the citizen spoke, she said, "This nation belongs to all of us."" *The complex-sentence comma, the dialogue comma, and the quotation marks are all correct.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 35 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

⏱ ~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, " The complex-sentence comma, the dialogue comma, and the quotation marks are all correct.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

TEKS (11)(D) • Cumulative Review: Marks & Formatting

SHEET 35 of 36

Slide 8 of 10

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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, “When citizens speak up, leaders must listen.” The comma follows the first dependent part. Emergent, ““Is this fair?” one citizen asked.” Quotation marks surround the exact words. Visible, The book title should be in italics because it names a whole long work. Independent, Sample: ““Every citizen matters,” the leader said.” The dialogue is punctuated correctly. Reflective, The dependent part comes first, so I added a comma to show where it ends.*

ANSWER KEY: “When citizens speak up, leaders must listen.” The comma follows the first dependent part. · ““Is this fair?” one citizen asked.” Quotation marks surround the exact words. · The book title should be in italics because it names a whole long work. · Sample: ““Every citizen matters,” the leader said.” The dialogue is punctuated correctly. · The dependent part comes first, so I added a comma to show where it ends.

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Cumulative Review: Marks & Formatting

SHEET 35 of 36

Slide 9 of 10

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: Although the change was slow it made the nation stronger. Now, what change should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Cumulative Review: Marks & Formatting · Sheet 35 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

TEKS (11)(D) • Cumulative Review: Marks & Formatting

SHEET 35 of 36

Slide 10 of 10

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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Add a comma after slow. The dependent part Although the change was slow comes first, so a comma follows it before the complete idea."

▸ *Walk through why the other choices are traps.*

"Change names one and is correct. Stronger correctly compares two states. The comma is missing, so Make no change is wrong."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Add a comma after slow

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.

EDITING PART TWO

EXACT TEKS WORDING (from TEA)

"edit drafts using standard English conventions (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.**

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Publication Editing: The Final Pass

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Have you ever read a text where something about the words just didn't sound right? That's the kind of thing careful editors catch."

▸ *Let students share a moment, then bring their attention to the board.*

"This week, our editing focus is publication editing: the final pass, the standard says: 'edit drafts using standard English conventions (publication editing: a final full editing pass).'"

▸ *Read the standard aloud, then preview the five days (Monday through Friday) so students see the climb from noticing to defending.*

"We'll move through five thinking jobs this week, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by Friday you'll be able to defend your own thinking."

NOTE: This week: publication editing: the final pass, see the standard and the five-day roadmap above.

PREP & MATERIALS: the Publication Editing: The Final Pass slide deck · student Editing Tracking Sheets · highlighters/pencils.

MONDAY • FOUNDATIONAL (Beginning)

EDITING

SHEET 36 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 2 of 10

TODAY'S THINKING JOB

NOTICE

"I recognize it."

EXACT TEKS WORDING

"edit drafts using standard English conventions (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."

I CAN I can check my sentences in a final pass.



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Grade 5 • Cluster 8 • Module 4 • Monday

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · Foundational (Beginning)

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's warm up our editing eyes. Check the sentences. Read for any fragment, run-on, or splice, and check agreement."

▸ *Read the sentence aloud, then give quiet think time before taking answers.*

"Read this with me: 'Citizens asked questions the nation began to change.'"

▸ *Have students point to or name the answer. We are only noticing today, not fixing anything yet.*

ANSWER KEY: Fix the run-on: "Citizens asked questions, and the nation began to change."

(11)(D) · Publication Editing: The Final Pass · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, Fix the run-on: "Citizens asked questions, and the nation began to change."

COMMON MISCONCEPTION

Students may point to the wrong word instead of the one the standard is about, keep them anchored to "publication editing: the final pass" specifically.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers trust writing when publication editing: the final pass is correct, it is one of the things editors always check.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they found it before moving to CHOOSE.

TUESDAY • EMERGENT (Developing)

EDITING

SHEET 36 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 3 of 10

TODAY'S THINKING JOB

CHOOSE

"I can do it with support."

EXACT TEKS WORDING

"edit drafts using standard English conventions (publication editing: a final full editing pass)"

Check the words.

Read for the right verb, noun, and modifier forms.

"The nation growed stronger."

I CAN I can check my words in a final pass.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · Emergent (Developing)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday we noticed. Today we choose, with support. Read for the right verb, noun, and modifier forms."

▸ *Read the sentence with the two choices, then give quiet think time.*

"Read this with me: 'The nation growed stronger.'"

▸ *Guide students toward the correct choice using the standard as the reason, then confirm together.*

ANSWER KEY: "The nation grew stronger." Grew is the correct irregular past of grow.

(11)(D) · Publication Editing: The Final Pass · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "The nation grew stronger." Grew is the correct irregular past of grow.

COMMON MISCONCEPTION

Students may pick the choice that sounds more familiar instead of the one that follows the rule, have them name the reason, not just the answer.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread both choices in the sentence out loud, the one that sounds right, and follows the rule, is correct.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural or capitalization cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: "How do you know that's right?"

TODAY'S THINKING JOB

SHOW

"I can show my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (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.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a skill that will help you for years: strong writers don't just get it right, they can explain why. Read for capitals, commas, quotation marks, and italics."

"Read this with me: 'the u.s. senate met.'"

▸ *Have students show their thinking (underline, circle, or point), then explain the reason out loud or in writing.*

ANSWER KEY: "The U.S. Senate met." The abbreviation and the organization are capitalized.

(11)(D) · Publication Editing: The Final Pass · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, "The U.S. Senate met." The abbreviation and the organization are capitalized.

COMMON MISCONCEPTION

Students may find the right answer but struggle to explain why, push for the reason, not just the correction.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly names the rule, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the right word.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and fix a new one with no prompt.

THURSDAY • INDEPENDENT (Independent)

EDITING

SHEET 36 of 36

TEKS (11)(D) • RPLD Bell Ringer • Slide 5 of 10

TODAY'S THINKING JOB

OWN

"I can do it myself."

EXACT TEKS WORDING

"edit drafts using standard English conventions (publication editing: a final full editing pass)"

Edit and publish a sentence.

Write one polished sentence about your research, ready to publish.

I CAN I can edit a sentence so it is ready to publish.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Module 4 • Thursday

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · Independent (Independent)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real editors do this every single day, they read, spot what's off, and fix it, all on their own. Today, that editor is you."

"Read this one: Write one polished sentence about your research, ready to publish."

▸ *No word bank today. Have students fix it on their own, reread to check it sounds right, then be ready to explain the fix.*

ANSWER KEY: Sample: "When citizens asked, "Is this fair?", the nation slowly began to change." Polished and ready.

(11)(D) · Publication Editing: The Final Pass · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "When citizens asked, "Is this fair?", the nation slowly began to change." Polished and ready.

COMMON MISCONCEPTION

Students may over-correct something that was already right, or leave the real error untouched, have them reread the whole sentence before moving on.

POSSIBLE STUDENT QUESTION

"How do I know I fixed it right?" Reread the whole sentence, if it matches the rule and sounds correct, the fix is right.

RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the cue that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the fix and state the rule in their own words.

TODAY'S THINKING JOB

DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

"edit drafts using standard English conventions (publication editing: a final full editing pass)"

Explain your final pass.

Tell why a final editing pass matters before publishing.

I CAN I can explain why a final editing pass matters.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to convince someone you were right, you needed a reason, not just an answer. Writers do that too."

""

▸ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

ANSWER KEY: A final pass catches the small errors, so my finished research is clear and a reader can trust it.

(11)(D) · Publication Editing: The Final Pass · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A final pass catches the small errors, so my finished research is clear and a reader can trust it.

COMMON MISCONCEPTION

Students may give the right answer with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

YOUR TURN, Fill in your Tracking Sheet

TEKS (11)(D) • Publication Editing: The Final Pass

SHEET 36 of 36

Slide 7 of 10

Complete the **publication editing** row on your Standards Sweep EDITING Tracking Sheet.

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D) edit drafts using standard English conventions with a **final publication editing pass**	"When citizens spoke up, the nation changed, and every voice helped shape a fairer future." *The complex opening, the compound join, the agreement, and the commas are all correct, ready to publish.*

MY OWN EXAMPLE:

Write your own example here.

➜ **Now open your Standards Sweep Editing Tracking Sheet, 36 of 36, and complete the (11)(D) row.**

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Your Turn · Fill in the Tracking Sheet

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's time to make this thinking your own."

▸ *Students complete the matching row on their Standards Sweep Editing Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

ANSWER KEY: Student's own example should match the standard, The complex opening, the compound join, the agreement, and the commas are all correct, ready to publish.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.

ANSWERS, Across the Five Thinking Levels

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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.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Answers · Across the Five Thinking Levels

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

“Let’s see how far our thinking traveled this week.”

▸ *Walk through the answers together and have students self-check and correct: Foundational, Fix the run-on: “Citizens asked questions, and the nation began to change.” Emergent, “The nation grew stronger.” Grew is the correct irregular past of grow. Visible, “The U.S. Senate met.” The abbreviation and the organization are capitalized. Independent, Sample: “When citizens asked, “Is this fair?”, the nation slowly began to change.” Polished and ready. Reflective, A final pass catches the small errors, so my finished research is clear and a reader can trust it.*

ANSWER KEY: Fix the run-on: “Citizens asked questions, and the nation began to change.” · “The nation grew stronger.” Grew is the correct irregular past of grow. · “The U.S. Senate met.” The abbreviation and the organization are capitalized. · Sample: “When citizens asked, “Is this fair?”, the nation slowly began to change.” Polished and ready. · A final pass catches the small errors, so my finished research is clear and a reader can trust it.

(11)(D) · Publication Editing: The Final Pass · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

COMMON MISCONCEPTION

Students may accept a wrong answer as ‘close enough’; require them to fix it to match.

POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

SHOW WHAT YOU KNOW, Test-Style Question

TEKS (11)(D) • Publication Editing: The Final Pass

Read this part of a student's draft.

(1) the 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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Test-Style Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can spot the error, you're the one in control. Read the sentence: the citizens builded a fairer nation, and they never gave up. Now, what change, if any, should be made in sentence 1?"

▸ *Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet, this shows independent application.*

NOTE: Revealed on the next slide.

(11)(D) · Publication Editing: The Final Pass · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that changes the wrong word.

POSSIBLE STUDENT QUESTION

"What if more than one choice looks possible?" Reread the sentence with each option in place, only one follows the standard.

RPLD EVIDENCE & ADVICE

This item shows independent transfer to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong option is wrong, that pushes toward Reflective.

SHOW WHAT YOU KNOW, Answer

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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.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Show What You Know · Answer

~2 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is A, Capitalize the and change builded to built. The sentence must begin with a capital The, and the irregular past of build is built, not builded, so both fixes are needed for publication."

▸ *Walk through why the other choices are traps.*

"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."

"Remember this all week: readers trust writing when it follows the rule."

ANSWER KEY: A, Capitalize the and change builded to built

(11)(D) · Publication Editing: The Final Pass · Sheet 36 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

A correct answer with a clear reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own test-style sentence with one error for a partner to fix.