

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “The Great Chocolate Chip Cookie Mystery”

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

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 1 of 36 • Cluster 0



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was thing."

I CAN I recognize a word that could be improved with a stronger choice.

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Grade 5 • Prepare • Module 1 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which word could be stronger?  
Read the sentence. Find a weak or general word that could be  
replaced with a more exact one."**

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

**"Read this with me: 'The change was thing.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "thing" is a mild, general word that could be replaced with a stronger one like clue.

(11)(C)(ii) • Improve Word Choice • Sheet 1 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "thing" is a mild, general word that could be replaced with a stronger one like clue.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve word choice" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve word choice is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( clue / thing )."

**I CAN** I can choose a stronger, more exact word, with support.

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Grade 5 • Prepare • Module 1 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."**

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

**"Read this with me: 'The change was ( clue / thing ).'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "clue" is a stronger, more exact word than "thing."

(11)(C)(ii) • Improve Word Choice • Sheet 1 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "clue" is a stronger, more exact word than "thing."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

**Before: "The students found a thing in the cafeteria records."**

**I CAN** I can show how a stronger word improves a sentence.

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Grade 5 • Prepare • Module 1 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'The students found a thing in the cafeteria records.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The students found a clue in the cafeteria records." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 1 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The students found a clue in the cafeteria records." A stronger word shows exactly what the writer means.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

**"The thing taxes upset the people."**

**I CAN** I can improve word choice myself.



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

🕒 ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The thing taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • Sheet 1 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: The revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

**Explain why your stronger word is clearer. Then improve a word in your own writing.**

**I CAN** I can evaluate word choice and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

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

**ANSWER KEY:** A stronger word like "clue" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 1 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A stronger word like "clue" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "The students found a thing in the cafeteria records." → After: "The students found a clue in the cafeteria records."<br><i>A weak word (thing) becomes an exact word (clue) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                                                                       |

→ Now open your Standards Sweep Revising Tracking Sheet, 1 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, → After: "The students found a clue in the cafeteria records." A weak word (thing) becomes an exact word (clue) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 1 of 36 · Cluster 0

**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

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

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



**NOTICE**  
Monday

“thing” is a mild, general word that could be replaced with a stronger one like clue.



**CHOOSE**  
Tuesday

“clue” is a stronger, more exact word than “thing.”



**SHOW**  
Wednesday

Sample: “The students found a clue in the cafeteria records.” A stronger word shows exactly what the writer means.



**OWN**  
Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



**DEFEND**  
Friday

A stronger word like “clue” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

## 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, “thing” is a mild, general word that could be replaced with a stronger one like clue. Emergent, “clue” is a stronger, more exact word than “thing.” Visible, Sample: “The students found a clue in the cafeteria records.” A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like “clue” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** “thing” is a mild, general word that could be replaced with a stronger one like clue. · “clue” is a stronger, more exact word than “thing.” · Sample: “The students found a clue in the cafeteria records.” A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like “clue” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 1 of 36 · Cluster 0

### 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 weaker revision as ‘close enough’; require them to revise it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The fifth graders had a good idea about why the cafeteria cookies ran out.

What is the **BEST** way to improve the word choice in sentence 1?

- A** The fifth graders had a good idea about why the cafeteria cookies ran out.
- B** The fifth graders had a testable theory about why the cafeteria cookies ran out.
- C** The students thought of something.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The fifth graders had a good idea about why the cafeteria cookies ran out. Now, what is the BEST way to improve the word choice 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)(C)(ii) • Improve Word Choice · Sheet 1 of 36 · Cluster 0

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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.



**Correct answer: B** The fifth graders had a testable theory about why the cafeteria cookies ran out.

#### WHY THIS IS CORRECT

Choice B replaces the weak word “thing” with a stronger, more exact word, so the reader understands exactly what the writer means.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

#### 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 B, The fifth graders had a testable theory about why the cafeteria cookies ran out. Choice B replaces the weak word “thing” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The fifth graders had a testable theory about why the cafeteria cookies ran out.

(11)(C)(ii) • Improve Word Choice · Sheet 1 of 36 · Cluster 0

#### 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to combine ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Combine two sentences.**  
Find two short sentences about the same idea,  
then combine them with a word like so.

**WHERE IT APPEARS:** “The Great Chocolate Chip Cookie Mystery”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Combine Ideas for Coherence

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts to combine ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: combine ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 2 of 36 • Cluster 0



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

**"The cookies ran out. The tray was empty."**

**I CAN** I recognize two sentences that could be combined.

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Grade 5 • Prepare • Module 2 • Monday

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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Which sentences can be combined? Read the sentences. Find two short sentences about the same idea that could be combined."**

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

**"Read this with me: 'The cookies ran out. The tray was empty.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "The cookies ran out." and "The tray was empty." are short and about the same idea, so they can be combined.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 2 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The cookies ran out." and "The tray was empty." are short and about the same idea, so they can be combined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to combine ideas for coherence"*

## Choose the better combination.

With support, choose the smoother way to combine the ideas.

**"The cookies ran out, so the tray was empty."**

**I CAN** I can choose a clear way to combine sentences, with support.

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Grade 5 • Prepare • Module 2 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the smoother way to combine the ideas."**

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

**"Read this with me: 'The cookies ran out, so the tray was empty.'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "The cookies ran out, so the tray was empty." combines the ideas smoothly.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 2 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "The cookies ran out, so the tray was empty." combines the ideas smoothly.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

## SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

**Before:** "The cookies ran out. The tray was empty."

**I CAN** I can show how combining sentences improves coherence.

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Grade 5 • Prepare • Module 2 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Combine the two sentences into one. Show the before and the after."**

**"Read this with me: Before: 'The cookies ran out. The tray was empty.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The cookies ran out, so the tray was empty." Combining the sentences shows how the ideas connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 2 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The cookies ran out, so the tray was empty." Combining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Revise on your own.

Combine these two sentences into one clear sentence yourself, no word bank.

**"The cookies ran out. The tray was empty."**

**I CAN** I can combine sentences myself.

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Grade 5 • Prepare • Module 2 • Thursday

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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The cookies ran out. The tray was empty.' Combine these two sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The cookies ran out, so the tray was empty." The combined sentence flows more clearly.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 2 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The cookies ran out, so the tray was empty." The combined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

**Explain why your combined sentence is clearer. Then combine two sentences in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your combined sentence is clearer. Then combine two sentences in your own writing."**

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

**ANSWER KEY:** A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 2 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Complete the **revise drafts to combine ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(v)<br>revise drafts to <b>combine ideas for coherence</b>                                                                                                                    | Before: "The cookies ran out. The tray was empty." → After: "The cookies ran out, so the tray was empty."<br><i>Two short sentences about the same idea become one clear sentence that flows.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                   |

→ Now open your Standards Sweep Revising Tracking Sheet, 2 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The cookies ran out, so the tray was empty." Two short sentences about the same idea become one clear sentence that flows.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 2 of 36 · Cluster 0

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

"The cookies ran out." and "The tray was empty." are short and about the same idea, so they can be combined.



## CHOOSE

Tuesday

"The cookies ran out, so the tray was empty." combines the ideas smoothly.



## SHOW

Wednesday

Sample: "The cookies ran out, so the tray was empty." Combining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "The cookies ran out, so the tray was empty." The combined sentence flows more clearly.



## DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

### 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 cookies ran out." and "The tray was empty." are short and about the same idea, so they can be combined. Emergent, "The cookies ran out, so the tray was empty." combines the ideas smoothly. Visible, Sample: "The cookies ran out, so the tray was empty." Combining the sentences shows how the ideas connect. Independent, Sample: "The cookies ran out, so the tray was empty." The combined sentence flows more clearly. Reflective, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

**ANSWER KEY:** "The cookies ran out." and "The tray was empty." are short and about the same idea, so they can be combined. · "The cookies ran out, so the tray was empty." combines the ideas smoothly. · Sample: "The cookies ran out, so the tray was empty." Combining the sentences shows how the ideas connect. · Sample: "The cookies ran out, so the tray was empty." The combined sentence flows more clearly. · A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 2 of 36 · Cluster 0

#### 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 weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The cookies ran out. (2) The tray was empty.

What is the **BEST** way to combine sentences 1 and 2?

- A** The cookies ran out, the tray was empty.
- B** The cookies ran out, so the tray was empty.
- C** After the cookies ran out
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The cookies ran out. (2) The tray was empty. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(v) · Combine Ideas for Coherence · Sheet 2 of 36 · Cluster 0

**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 revises the wrong part of the sentence, or leaves the weak wording in place.

**POSSIBLE STUDENT QUESTION**

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The cookies ran out, so the tray was empty.

**WHY THIS IS CORRECT**

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

**WHY THE OTHER CHOICES ARE REVISION TRAPS**

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

**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 B, The cookies ran out, so the tray was empty. Choice B combines the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The cookies ran out, so the tray was empty.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 2 of 36 · Cluster 0

**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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to add ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.  
Adding a connecting word helps my reader follow how one idea leads to another.

## KEY IDEA

**REVISING TOOL: Add a connecting word.**  
Find two ideas that need a link, then add a transition like but to show how they connect.

**WHERE IT APPEARS:** “The Great Chocolate Chip Cookie Mystery”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Add Ideas for Coherence

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts to add ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: add ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 3 of 36 • Cluster 0



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

**"The students heard a rumor about the cookies. They checked the cafeteria records."**

**I CAN** I recognize where a transition would help ideas connect.

The Writing Academy®, LLC



Grade 5 • Prepare • Module 3 • Monday

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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Where do the ideas need a link? Read the sentences. Find the place where a transition would help the ideas connect."**

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

**"Read this with me: 'The students heard a rumor about the cookies. They checked the cafeteria records.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** The ideas in "The students heard a rumor about the cookies. They checked the cafeteria records." need a link to show how they connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 3 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The ideas in "The students heard a rumor about the cookies. They checked the cafeteria records." need a link to show how they connect.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to add ideas for coherence"*

## Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

**"( but ) The students heard a rumor about the cookies, but they checked the cafeteria records."**

**I CAN** I can choose a transition that fits the meaning, with support.

The Writing Academy®, LLC

Grade 5 • Prepare • Module 3 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the transition that best shows how the ideas connect."**

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

**"Read this with me: '( but ) The students heard a rumor about the cookies, but they checked the cafeteria records.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "but" shows how the ideas connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 3 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "but" shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"





TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

**Before: "The students heard a rumor about the cookies. They checked the cafeteria records."**

**I CAN** I can show how a transition improves coherence.

The Writing Academy®, LLC



Grade 5 • Prepare • Module 3 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Add a transition so the ideas connect. Show the before and the after."**

**"Read this with me: Before: 'The students heard a rumor about the cookies. They checked the cafeteria records.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The students heard a rumor about the cookies, but they checked the cafeteria records." The transition makes the connection clear.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 3 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The students heard a rumor about the cookies, but they checked the cafeteria records." The transition makes the connection clear.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

**"The students heard a rumor about the cookies. They checked the cafeteria records."**

**I CAN** I can add a transition myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The students heard a rumor about the cookies. They checked the cafeteria records.' Add a transition to connect these ideas yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The students heard a rumor about the cookies, but they checked the cafeteria records." The added transition helps the ideas flow.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 3 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The students heard a rumor about the cookies, but they checked the cafeteria records." The added transition helps the ideas flow.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

**Explain why your transition makes the ideas clearer. Then add a transition in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your transition makes the ideas clearer. Then add a transition in your own writing."**

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

**ANSWER KEY:** A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 3 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to add ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(iii)<br>revise drafts to <b>add ideas for coherence</b>                                                                                          | Before: "The students heard a rumor about the cookies. They checked the cafeteria records." → After: "The students heard a rumor about the cookies, but they checked the cafeteria records."<br><i>A transition (but) is added so the reader can see how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                 |

→ Now open your Standards Sweep Revising Tracking Sheet, 3 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, → After: "The students heard a rumor about the cookies, but they checked the cafeteria records." A transition (but) is added so the reader can see how the ideas connect.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 3 of 36 · Cluster 0

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

**NOTICE**  
Monday

The ideas in “The students heard a rumor about the cookies. They checked the cafeteria records.” need a link to show how they connect.

**CHOOSE**  
Tuesday

“but” shows how the ideas connect.

**SHOW**  
Wednesday

Sample: “The students heard a rumor about the cookies, but they checked the cafeteria records.” The transition makes the connection clear.

**OWN**  
Thursday

Sample: “The students heard a rumor about the cookies, but they checked the cafeteria records.” The added transition helps the ideas flow.

**DEFEND**  
Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**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 ideas in “The students heard a rumor about the cookies. They checked the cafeteria records.” need a link to show how they connect. Emergent, “but” shows how the ideas connect. Visible, Sample: “The students heard a rumor about the cookies, but they checked the cafeteria records.” The transition makes the connection clear. Independent, Sample: “The students heard a rumor about the cookies, but they checked the cafeteria records.” The added transition helps the ideas flow. Reflective, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**ANSWER KEY:** The ideas in “The students heard a rumor about the cookies. They checked the cafeteria records.” need a link to show how they connect. · “but” shows how the ideas connect. · Sample: “The students heard a rumor about the cookies, but they checked the cafeteria records.” The transition makes the connection clear. · Sample: “The students heard a rumor about the cookies, but they checked the cafeteria records.” The added transition helps the ideas flow. · A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 3 of 36 · Cluster 0

**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 weaker revision as ‘close enough’; require them to revise it to match.

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

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

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

Read this part of a student's draft.

(1) The students believed the first theory. They compared the cafeteria records with the lunch count.

What is the **BEST** way to connect the ideas in sentence 1?

- A** The students believed the first theory. They compared the cafeteria records with the lunch count.
- B** The students believed the first theory, but they compared the cafeteria records with the lunch count.
- C** The students believed the first theory. They compared the cafeteria records with the lunch count. The students believed the first theory. They compared the cafeteria records with the lunch count.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The students believed the first theory. They compared the cafeteria records with the lunch count. Now, what is the BEST way to connect the ideas 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)(C)(iii) · Add Ideas for Coherence · Sheet 3 of 36 · Cluster 0

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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.



**Correct answer: B** The students believed the first theory, but they compared the cafeteria records with the lunch count.

**WHY THIS IS CORRECT**

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

**WHY THE OTHER CHOICES ARE REVISION TRAPS**

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

**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 B, The students believed the first theory, but they compared the cafeteria records with the lunch count. Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The students believed the first theory, but they compared the cafeteria records with the lunch count.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 3 of 36 · Cluster 0

**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 strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve sentence structure”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.  
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Join choppy sentences.**  
Find two short sentences about the same idea,  
then join them with a word like and.

**WHERE IT APPEARS:** “The Great Chocolate Chip Cookie Mystery”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Improve Sentence Structure

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve sentence structure, the standard says: ‘revise drafts to improve sentence structure.’”**

▶ *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 revision.”**

**NOTE:** This week: improve sentence structure, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure • Sheet 4 of 36 • Cluster 0



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

**"The students checked the records. The students compared the sources."**

**I CAN** I recognize short, choppy sentences that could be joined.

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Grade 5 • Prepare • Module 4 • Monday

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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Which sentences are short and choppy? Read the sentences. Find two short sentences about the same idea that could be joined."**

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

**"Read this with me: 'The students checked the records. The students compared the sources.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "The students checked the records." and "The students compared the sources." are short and about the same idea, so they can be joined.

(11)(C)(i) • Improve Sentence Structure • Sheet 4 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The students checked the records." and "The students compared the sources." are short and about the same idea, so they can be joined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve sentence structure"*

## Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

**"The students checked the records and compared the sources."**

**I CAN** I can choose a joining word that fits the meaning, with support.

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Grade 5 • Prepare • Module 4 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the joining word that best shows how the ideas connect."**

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

**"Read this with me: 'The students checked the records and compared the sources.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "and" shows how the ideas connect in "The students checked the records and compared the sources.."

(11)(C)(i) • Improve Sentence Structure • Sheet 4 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "and" shows how the ideas connect in "The students checked the records and compared the sources.."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Show your revision (Before, After).

Rewrite the two sentences as one clear sentence. Show the before and the after.

**Before: "The students checked the records. The students compared the sources."**

**I CAN** I can show how joining sentences improves the structure.

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Grade 5 • Prepare • Module 4 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one clear sentence. Show the before and the after."**

**"Read this with me: Before: 'The students checked the records. The students compared the sources.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The students checked the records and compared the sources." Joining the sentences shows how the ideas connect.

(11)(C)(i) • Improve Sentence Structure • Sheet 4 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The students checked the records and compared the sources." Joining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

**"The students checked the records. The students compared the sources."**

**I CAN** I can improve sentence structure myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The students checked the records. The students compared the sources.' Join these choppy sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The students checked the records and compared the sources." The joined sentence flows more clearly.

(11)(C)(i) • Improve Sentence Structure • Sheet 4 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The students checked the records and compared the sources." The joined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

**Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.**

**I CAN** I can evaluate sentence structure and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing."**

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

**ANSWER KEY:** A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) • Improve Sentence Structure • Sheet 4 of 36 • Cluster 0

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Complete the **revise drafts to improve sentence structure** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(i)<br>revise drafts to <b>improve sentence structure</b>                                                                                                         | Before: "The students checked the records. The students compared the sources." → After: "The students checked the records and compared the sources."<br><i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                        |

→ Now open your Standards Sweep Revising Tracking Sheet, 4 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The students checked the records and compared the sources." Two short, choppy sentences become one clear sentence that shows how the ideas connect.

(11)(C)(i) · Improve Sentence Structure · Sheet 4 of 36 · Cluster 0

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

"The students checked the records." and "The students compared the sources." are short and about the same idea, so they can be joined.



## CHOOSE

Tuesday

"and" shows how the ideas connect in "The students checked the records and compared the sources.."



## SHOW

Wednesday

Sample: "The students checked the records and compared the sources." Joining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "The students checked the records and compared the sources." The joined sentence flows more clearly.



## DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

### 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 students checked the records." and "The students compared the sources." are short and about the same idea, so they can be joined. Emergent, "and" shows how the ideas connect in "The students checked the records and compared the sources.." Visible, Sample: "The students checked the records and compared the sources." Joining the sentences shows how the ideas connect. Independent, Sample: "The students checked the records and compared the sources." The joined sentence flows more clearly. Reflective, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

**ANSWER KEY:** "The students checked the records." and "The students compared the sources." are short and about the same idea, so they can be joined. · "and" shows how the ideas connect in "The students checked the records and compared the sources.." · Sample: "The students checked the records and compared the sources." Joining the sentences shows how the ideas connect. · Sample: "The students checked the records and compared the sources." The joined sentence flows more clearly. · A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) · Improve Sentence Structure · Sheet 4 of 36 · Cluster 0

#### 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 weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The students checked the records. (2) The students compared the sources.

**What is the BEST way to combine sentences 1 and 2?**

- A** The students checked the records, the students compared the sources.
- B** The students checked the records and compared the sources.
- C** After comparing the sources
- D** Make no change.

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

🕒 ~3 min

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

**“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The students checked the records. (2) The students compared the sources. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(i) · Improve Sentence Structure · Sheet 4 of 36 · Cluster 0

**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 revises the wrong part of the sentence, or leaves the weak wording in place.

**POSSIBLE STUDENT QUESTION**

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The students checked the records and compared the sources.

#### WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

#### 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 B, The students checked the records and compared the sources. Choice B joins the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The students checked the records and compared the sources.

(11)(C)(i) · Improve Sentence Structure · Sheet 4 of 36 · Cluster 0

#### 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve sentence structure”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.  
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Join choppy sentences.**

Find two short sentences about the same idea, then join them with a word like because, and, or so.

**WHERE IT APPEARS:** “From Tension to Revolution”, “The colonists were angry. They had no vote in Parliament.”

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

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Sentence Structure

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve sentence structure, the standard says: ‘revise drafts to improve sentence structure.’”**

▶ *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 revision.”**

**NOTE:** This week: improve sentence structure, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure • Sheet 5 of 36 • Cluster 1



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Which sentences are short and choppy?

Read the sentences. Find two short sentences that are about the same idea and could be joined.

**"The colonists were angry. They had no vote."**

**I CAN** I recognize short, choppy sentences that could be joined.

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Grade 5 • Cluster 1 • Module 1 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which sentences are short and choppy? Read the sentences. Find two short sentences that are about the same idea and could be joined."**

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

**"Read this with me: 'The colonists were angry. They had no vote.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** The two sentences "The colonists were angry." and "They had no vote." are short and about the same idea, so they can be joined.

(11)(C)(i) • Improve Sentence Structure • Sheet 5 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The two sentences "The colonists were angry." and "They had no vote." are short and about the same idea, so they can be joined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve sentence structure"*

## Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

**"The colonists were angry ( because / but ) they had no vote."**

**I CAN** I can choose a joining word that fits the meaning, with support.

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Grade 5 • Cluster 1 • Module 1 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the joining word that best shows how the ideas connect."**

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

**"Read this with me: 'The colonists were angry ( because / but ) they had no vote.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "because" is the better join because it shows the reason the colonists were angry.

(11)(C)(i) • Improve Sentence Structure • Sheet 5 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "because" is the better join because it shows the reason the colonists were angry.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Show your revision (Before, After).

Rewrite the two sentences as one clear sentence. Show the before and the after.

**Before: "The colonists protested. They wanted a voice."**

**I CAN** I can show how joining sentences improves the structure.

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Grade 5 • Cluster 1 • Module 1 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one clear sentence. Show the before and the after."**

**"Read this with me: Before: 'The colonists protested. They wanted a voice.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The colonists protested because they wanted a voice." Joining the sentences shows how the ideas connect.

(11)(C)(i) • Improve Sentence Structure • Sheet 5 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The colonists protested because they wanted a voice." Joining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

**"Parliament passed new taxes. The colonists had no say."**

**I CAN** I can improve sentence structure myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'Parliament passed new taxes. The colonists had no say.' Join these choppy sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "Parliament passed new taxes, so the colonists had no say." The joined sentence flows more clearly.

(11)(C)(i) • Improve Sentence Structure • 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: "Parliament passed new taxes, so the colonists had no say." The joined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

**Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.**

**I CAN** I can evaluate sentence structure and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing."**

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

**ANSWER KEY:** A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) • Improve Sentence Structure • Sheet 5 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve sentence structure** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                      | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(i)<br>revise drafts to <b>improve sentence structure</b>                                                                                                                  | Before: "The colonists were angry. They had no vote." → After: "The colonists were angry <b>because they had no vote.</b> "<br><i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage that are about the same idea. Join them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                               |

→ Now open your Standards Sweep Revising Tracking Sheet, 5 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The colonists were angry because they had no vote." Two short, choppy sentences become one clear sentence that shows how the ideas connect.

(11)(C)(i) · Improve Sentence Structure · Sheet 5 of 36 · Cluster 1

**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

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

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



## NOTICE Monday

The two sentences “The colonists were angry.” and “They had no vote.” are short and about the same idea, so they can be joined.



## CHOOSE Tuesday

“because” is the better join because it shows the reason the colonists were angry.



## SHOW Wednesday

Sample: “The colonists protested because they wanted a voice.” Joining the sentences shows how the ideas connect.



## OWN Thursday

Sample: “Parliament passed new taxes, so the colonists had no say.” The joined sentence flows more clearly.



## DEFEND Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

### 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 sentences “The colonists were angry.” and “They had no vote.” are short and about the same idea, so they can be joined. Emergent, “because” is the better join because it shows the reason the colonists were angry. Visible, Sample: “The colonists protested because they wanted a voice.” Joining the sentences shows how the ideas connect. Independent, Sample: “Parliament passed new taxes, so the colonists had no say.” The joined sentence flows more clearly. Reflective, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

**ANSWER KEY:** The two sentences “The colonists were angry.” and “They had no vote.” are short and about the same idea, so they can be joined. · “because” is the better join because it shows the reason the colonists were angry. · Sample: “The colonists protested because they wanted a voice.” Joining the sentences shows how the ideas connect. · Sample: “Parliament passed new taxes, so the colonists had no say.” The joined sentence flows more clearly. · A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) · Improve Sentence Structure · 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 weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) The colonists were angry. (2) They had no vote in Parliament.

What is the **BEST** way to combine sentences 1 and 2?

- A** The colonists were angry, they had no vote in Parliament.
- B** The colonists were angry because they had no vote in Parliament.
- C** The colonists were angry. And no vote in Parliament.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The colonists were angry. (2) They had no vote in Parliament. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(i) · Improve Sentence Structure · Sheet 5 of 36 · Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The colonists were angry because they had no vote in Parliament.

**WHY THIS IS CORRECT**

Choice B joins the two ideas with “because,” which makes one clear, complete sentence that shows why the colonists were angry.

**WHY THE OTHER CHOICES ARE REVISION TRAPS**

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

**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 B, The colonists were angry because they had no vote in Parliament. Choice B joins the two ideas with “because,” which makes one clear, complete sentence that shows why the colonists were angry.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The colonists were angry because they had no vote in Parliament.

(11)(C)(i) · Improve Sentence Structure · Sheet 5 of 36 · Cluster 1

**CHECK FOR UNDERSTANDING**

Confirm the choice and the reason together as a class.

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “From Tension to Revolution”, about the new taxes on the colonies.

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

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was bad."

I CAN I recognize a word that could be improved with a stronger choice.

The Writing Academy®, LLC



Grade 5 • Cluster 1 • Module 2 • Monday

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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Which word could be stronger?  
Read the sentence. Find a weak or general word that could be  
replaced with a more exact one."**

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

**"Read this with me: 'The change was bad.'"**

▶ *Have students point to or name the sentence that needs revising. We are only  
noticing today, not revising anything yet.*

**ANSWER KEY:** "bad" is a mild, general word that could be replaced with a stronger  
one like unfair.

(11)(C)(ii) • Improve Word Choice • Sheet 6 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.  
Expected: an answer that matches, "bad" is a mild, general  
word that could be replaced with a stronger one like unfair.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different  
instead of the one the standard is about, keep them anchored to  
"improve word choice" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing  
when improve word choice is strong, it is one of the things  
writers always check when they revise.

#### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( unfair / bad )."

**I CAN** I can choose a stronger, more exact word, with support.

The Writing Academy®, LLC

Grade 5 • Cluster 1 • Module 2 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."**

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

**"Read this with me: 'The change was ( unfair / bad ).'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "unfair" is a stronger, more exact word than "bad."

(11)(C)(ii) • Improve Word Choice • Sheet 6 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "unfair" is a stronger, more exact word than "bad."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

Before: "The taxes were bad."

I CAN I can show how a stronger word improves a sentence.

The Writing Academy®, LLC



Grade 5 • Cluster 1 • Module 2 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'The taxes were bad.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The taxes were unfair and heavy." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 6 of 36 • Cluster 1

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The taxes were unfair and heavy." A stronger word shows exactly what the writer means.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"The bad taxes upset the people."

I CAN I can improve word choice myself.

The Writing Academy®, LLC



Grade 5 • Cluster 1 • Module 2 • Thursday

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

🕒 ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The bad taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • Sheet 6 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: The revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

**Explain why your stronger word is clearer. Then improve a word in your own writing.**

**I CAN** I can evaluate word choice and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

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

**ANSWER KEY:** A stronger word like "unfair" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 6 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A stronger word like "unfair" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "The taxes were bad." → After: "The taxes were unfair and heavy."<br><i>A weak word (bad) becomes an exact word (unfair) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                   |

→ Now open your Standards Sweep Revising Tracking Sheet, 6 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, → After: "The taxes were unfair and heavy." A weak word (bad) becomes an exact word (unfair) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 6 of 36 · Cluster 1

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

“bad” is a mild, general word that could be replaced with a stronger one like unfair.



## CHOOSE

Tuesday

“unfair” is a stronger, more exact word than “bad.”



## SHOW

Wednesday

Sample: “The taxes were unfair and heavy.” A stronger word shows exactly what the writer means.



## OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



## DEFEND

Friday

A stronger word like “unfair” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

### 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, “bad” is a mild, general word that could be replaced with a stronger one like unfair. Emergent, “unfair” is a stronger, more exact word than “bad.”  
 Visible, Sample: “The taxes were unfair and heavy.” A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like “unfair” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** “bad” is a mild, general word that could be replaced with a stronger one like unfair. · “unfair” is a stronger, more exact word than “bad.” · Sample: “The taxes were unfair and heavy.” A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like “unfair” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 6 of 36 · Cluster 1

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The colonists were mad about the taxes.

What is the **BEST** way to improve the word choice in sentence 1?

- A** The colonists were furious about the unfair taxes.
- B** The colonists were mad about the taxes.
- C** The colonists were unhappy about the stuff.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The colonists were mad about the taxes. Now, what is the BEST way to improve the word choice 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)(C)(ii) • Improve Word Choice · Sheet 6 of 36 · Cluster 1

#### CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

#### COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

#### POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The colonists were mad about the taxes.

**WHY THIS IS CORRECT**

Choice B replaces the weak word “bad” with a stronger, more exact word, so the reader understands exactly what the writer means.

**WHY THE OTHER CHOICES ARE REVISION TRAPS**

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

**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 B, The colonists were mad about the taxes. Choice B replaces the weak word “bad” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The colonists were mad about the taxes.

(11)(C)(ii) • Improve Word Choice · Sheet 6 of 36 · Cluster 1

**CHECK FOR UNDERSTANDING**

Confirm the choice and the reason together as a class.

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to combine ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Combine two sentences.**

Find two short sentences about the same idea, then combine them with a word like and.

**WHERE IT APPEARS:** “From Tension to Revolution”, about how the colonists resisted.

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Combine Ideas for Coherence

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts to combine ideas for coherence.’”**

▶ 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 revision.”**

**NOTE:** This week: combine ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 7 of 36 • Cluster 1



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

**"The colonists protested. They boycotted British goods."**

**I CAN** I recognize two sentences that could be combined.

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Grade 5 • Cluster 1 • Module 3 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which sentences can be combined? Read the sentences. Find two short sentences about the same idea that could be combined."**

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

**"Read this with me: 'The colonists protested. They boycotted British goods.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "The colonists protested." and "They boycotted British goods." are short and about the same idea, so they can be combined.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 7 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The colonists protested." and "They boycotted British goods." are short and about the same idea, so they can be combined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to combine ideas for coherence"*

## Choose the better combination.

With support, choose the smoother way to combine the ideas.

**"The colonists protested and boycotted British goods."**

**I CAN** I can choose a clear way to combine sentences, with support.

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Grade 5 • Cluster 1 • Module 3 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the smoother way to combine the ideas."**

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

**"Read this with me: 'The colonists protested and boycotted British goods.'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "The colonists protested and boycotted British goods." combines the ideas smoothly.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 7 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "The colonists protested and boycotted British goods." combines the ideas smoothly.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

**Before: "The colonists protested. They boycotted British goods."**

**I CAN** I can show how combining sentences improves coherence.

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Grade 5 • Cluster 1 • Module 3 • Wednesday

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

⌚ ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Combine the two sentences into one. Show the before and the after."**

**"Read this with me: Before: 'The colonists protested. They boycotted British goods.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The colonists protested and boycotted British goods."  
Combining the sentences shows how the ideas connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 7 of 36 • Cluster 1

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The colonists protested and boycotted British goods." Combining the sentences shows how the ideas connect.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Revise on your own.

Combine these two sentences into one clear sentence yourself, no word bank.

**"The colonists protested. They boycotted British goods."**

**I CAN** I can combine sentences myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The colonists protested. They boycotted British goods.' Combine these two sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The colonists protested and boycotted British goods." The combined sentence flows more clearly.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 7 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The colonists protested and boycotted British goods." The combined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

**Explain why your combined sentence is clearer. Then combine two sentences in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your combined sentence is clearer. Then combine two sentences in your own writing."**

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

**ANSWER KEY:** A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 7 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Complete the **revise drafts to combine ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(v)<br>revise drafts to <b>combine ideas for coherence</b>                                                                                                                    | Before: "The colonists protested. They boycotted British goods." → After:<br>"The colonists protested and boycotted British goods."<br><i>Two short sentences about the same idea become one clear sentence that flows.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                             |

→ Now open your Standards Sweep Revising Tracking Sheet, 7 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The colonists protested and boycotted British goods." Two short sentences about the same idea become one clear sentence that flows.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 7 of 36 · Cluster 1

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

"The colonists protested." and "They boycotted British goods." are short and about the same idea, so they can be combined.



## CHOOSE

Tuesday

"The colonists protested and boycotted British goods." combines the ideas smoothly.



## SHOW

Wednesday

Sample: "The colonists protested and boycotted British goods." Combining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "The colonists protested and boycotted British goods." The combined sentence flows more clearly.



## DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

### 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 colonists protested." and "They boycotted British goods." are short and about the same idea, so they can be combined. Emergent, "The colonists protested and boycotted British goods." combines the ideas smoothly. Visible, Sample: "The colonists protested and boycotted British goods." Combining the sentences shows how the ideas connect. Independent, Sample: "The colonists protested and boycotted British goods." The combined sentence flows more clearly. Reflective, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

**ANSWER KEY:** "The colonists protested." and "They boycotted British goods." are short and about the same idea, so they can be combined. · "The colonists protested and boycotted British goods." combines the ideas smoothly. · Sample: "The colonists protested and boycotted British goods." Combining the sentences shows how the ideas connect. · Sample: "The colonists protested and boycotted British goods." The combined sentence flows more clearly. · A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 7 of 36 · Cluster 1

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The colonists protested. (2) They boycotted British goods.

What is the **BEST** way to combine sentences 1 and 2?

- A** The colonists protested, they boycotted British goods.
- B** The colonists protested and boycotted British goods.
- C** The colonists protested. And boycotted goods.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The colonists protested. (2) They boycotted British goods. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(v) · Combine Ideas for Coherence · Sheet 7 of 36 · Cluster 1

**CHECK FOR UNDERSTANDING**

Have students commit to an answer before the reveal.

**COMMON MISCONCEPTION**

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

**POSSIBLE STUDENT QUESTION**

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The colonists protested and boycotted British goods.

#### WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

#### 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 B, The colonists protested and boycotted British goods. Choice B combines the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The colonists protested and boycotted British goods.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 7 of 36 · Cluster 1

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to add ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.  
Adding a connecting word helps my reader follow how one idea leads to another.

## KEY IDEA

**REVISING TOOL: Add a connecting word.**

Find two ideas that need a link, then add a transition like *Even though* to show how they connect.

**WHERE IT APPEARS:** “From Tension to Revolution”, about the colonies growing closer.

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Add Ideas for Coherence

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts to add ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: add ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 8 of 36 • Cluster 1



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

**"The colonies were punished. They grew closer together."**

**I CAN** I recognize where a transition would help ideas connect.

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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 revising eyes. Where do the ideas need a link? Read the sentences. Find the place where a transition would help the ideas connect."**

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

**"Read this with me: 'The colonies were punished. They grew closer together.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** The ideas in "The colonies were punished. They grew closer together." need a link to show how they connect.

(11)(C)(iii) • Add Ideas for Coherence • 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 ideas in "The colonies were punished. They grew closer together." need a link to show how they connect.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to add ideas for coherence"*

## Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

**"( Even though ) Even though the colonies were punished, they grew closer together."**

**I CAN** I can choose a transition that fits the meaning, with support.

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Grade 5 • Cluster 1 • Module 4 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the transition that best shows how the ideas connect."**

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

**"Read this with me: '( Even though ) Even though the colonies were punished, they grew closer together.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "Even though" shows how the ideas connect.

(11)(C)(iii) • Add Ideas for Coherence • 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, "Even though" shows how the ideas connect.

### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

## SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

**Before:** "The colonies were punished. They grew closer together."

**I CAN** I can show how a transition improves coherence.

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Grade 5 • Cluster 1 • Module 4 • Wednesday

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

⌚ ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Add a transition so the ideas connect. Show the before and the after."**

**"Read this with me: Before: 'The colonies were punished. They grew closer together.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Even though the colonies were punished, they grew closer together." The transition makes the connection clear.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 8 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Even though the colonies were punished, they grew closer together." The transition makes the connection clear.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

**"The colonies were punished. They grew closer together."**

**I CAN** I can add a transition myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The colonies were punished. They grew closer together.' Add a transition to connect these ideas yourself, no word bank."**

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

**ANSWER KEY:** Sample: "Even though the colonies were punished, they grew closer together." The added transition helps the ideas flow.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 8 of 36 • Cluster 1

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Even though the colonies were punished, they grew closer together." The added transition helps the ideas flow.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

**Explain why your transition makes the ideas clearer. Then add a transition in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your transition makes the ideas clearer. Then add a transition in your own writing."**

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

**ANSWER KEY:** A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) • Add Ideas for Coherence • 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, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to add ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(iii)<br>revise drafts to <b>add ideas for coherence</b>                                                                                          | Before: "The colonies were punished. They grew closer together." → After:<br>"Even though the colonies were punished, they grew closer together."<br><i>A transition (Even though) is added so the reader can see how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i> |                                                                                                                                                                                                                                              |

→ Now open your Standards Sweep Revising Tracking Sheet, 8 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "Even though the colonies were punished, they grew closer together." A transition (Even though) is added so the reader can see how the ideas connect.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 8 of 36 · Cluster 1

**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

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

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



## NOTICE

Monday

The ideas in “The colonies were punished. They grew closer together.” need a link to show how they connect.



## CHOOSE

Tuesday

“Even though” shows how the ideas connect.



## SHOW

Wednesday

Sample: “Even though the colonies were punished, they grew closer together.” The transition makes the connection clear.



## OWN

Thursday

Sample: “Even though the colonies were punished, they grew closer together.” The added transition helps the ideas flow.



## DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

### 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 ideas in “The colonies were punished. They grew closer together.” need a link to show how they connect. Emergent, “Even though” shows how the ideas connect. Visible, Sample: “Even though the colonies were punished, they grew closer together.” The transition makes the connection clear. Independent, Sample: “Even though the colonies were punished, they grew closer together.” The added transition helps the ideas flow. Reflective, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**ANSWER KEY:** The ideas in “The colonies were punished. They grew closer together.” need a link to show how they connect. · “Even though” shows how the ideas connect. · Sample: “Even though the colonies were punished, they grew closer together.” The transition makes the connection clear. · Sample: “Even though the colonies were punished, they grew closer together.” The added transition helps the ideas flow. · A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) · Add Ideas for Coherence · 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 weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) The colonies were punished. They grew closer together.

What is the **BEST** way to connect the ideas in sentence 1?

- A** The colonies were punished. They grew closer together.
- B** Even though the colonies were punished, they grew closer together.
- C** The colonies were punished. They grew closer together. The colonies were punished. They grew closer together.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The colonies were punished. They grew closer together. Now, what is the BEST way to connect the ideas 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)(C)(iii) · Add Ideas for Coherence · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** Even though the colonies were punished, they grew closer together.

#### WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

#### 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 B, Even though the colonies were punished, they grew closer together. Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, Even though the colonies were punished, they grew closer together.

(11)(C)(iii) · Add Ideas for Coherence · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “Spanish Rule in Early Texas”

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

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 9 of 36 • Cluster 2



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was big."

I CAN I recognize a word that could be improved with a stronger choice.

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Grade 5 • Cluster 2 • Module 1 • Monday

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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Which word could be stronger? Read the sentence. Find a weak or general word that could be replaced with a more exact one."**

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

**"Read this with me: 'The change was big.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "big" is a mild, general word that could be replaced with a stronger one like powerful.

(11)(C)(ii) • Improve Word Choice • 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, "big" is a mild, general word that could be replaced with a stronger one like powerful.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve word choice" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve word choice is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( powerful / big )."

**I CAN** I can choose a stronger, more exact word, with support.

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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 the stronger revision, with support. With support, choose the word that best fits the meaning."**

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

**"Read this with me: 'The change was ( powerful / big ).'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "powerful" is a stronger, more exact word than "big."

(11)(C)(ii) • Improve Word Choice • 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, "powerful" is a stronger, more exact word than "big."

### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

**Before: "Spain was a big country during this time."**

**I CAN** I can show how a stronger word improves a sentence.

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Grade 5 • Cluster 2 • Module 1 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'Spain was a big country during this time.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Spain was one of the most powerful countries in the world during this time." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 9 of 36 • Cluster 2

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Spain was one of the most powerful countries in the world during this time." A stronger word shows exactly what the writer means.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"The big taxes upset the people."

I CAN I can improve word choice myself.



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

🕒 ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The big taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • 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 revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

**Explain why your stronger word is clearer. Then improve a word in your own writing.**

**I CAN** I can evaluate word choice and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

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

**ANSWER KEY:** A stronger word like "powerful" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • 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, A stronger word like "powerful" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "Spain was a big country during this time." → After: "Spain was one of the most powerful countries in the world during this time."<br><i>A weak word (big) becomes an exact word (powerful) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                                                                                      |

→ Now open your Standards Sweep Revising Tracking Sheet, 9 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "Spain was one of the most powerful countries in the world during this time." A weak word (big) becomes an exact word (powerful) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 9 of 36 · Cluster 2

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



**NOTICE**  
Monday

“big” is a mild, general word that could be replaced with a stronger one like powerful.



**CHOOSE**  
Tuesday

“powerful” is a stronger, more exact word than “big.”



**SHOW**  
Wednesday

Sample: “Spain was one of the most powerful countries in the world during this time.” A stronger word shows exactly what the writer means.



**OWN**  
Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



**DEFEND**  
Friday

A stronger word like “powerful” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

## 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, “big” is a mild, general word that could be replaced with a stronger one like powerful. Emergent, “powerful” is a stronger, more exact word than “big.” Visible, Sample: “Spain was one of the most powerful countries in the world during this time.” A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like “powerful” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** “big” is a mild, general word that could be replaced with a stronger one like powerful. · “powerful” is a stronger, more exact word than “big.” · Sample: “Spain was one of the most powerful countries in the world during this time.” A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like “powerful” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · 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 weaker revision as ‘close enough’; require them to revise it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The Spanish soldiers had a big job protecting the missions.

What is the **BEST** way to improve the word choice in sentence 1?

- A** The Spanish soldiers had a big job protecting the missions.
- B** The Spanish soldiers had a difficult job protecting the missions.
- C** The Spanish soldiers had a job protecting the missions.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The Spanish soldiers had a big job protecting the missions. Now, what is the BEST way to improve the word choice 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)(C)(ii) • Improve Word Choice · Sheet 9 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The Spanish soldiers had a difficult job protecting the missions.

#### WHY THIS IS CORRECT

Choice B replaces the weak word “big” with a stronger, more exact word, so the reader understands exactly what the writer means.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

#### 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 B, The Spanish soldiers had a difficult job protecting the missions. Choice B replaces the weak word “big” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The Spanish soldiers had a difficult job protecting the missions.

(11)(C)(ii) • Improve Word Choice • 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 strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to combine ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Combine two sentences.**  
Find two short sentences about the same idea, then combine them with a word like and.

**WHERE IT APPEARS:** “Spanish Rule in Early Texas”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Combine Ideas for Coherence

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts to combine ideas for coherence.’”**

▶ 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 revision.”**

**NOTE:** This week: combine ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 10 of 36 • Cluster 2



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

**"Missions spread Catholic beliefs. Missions taught Spanish customs."**

**I CAN** I recognize two sentences that could be combined.

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Grade 5 • Cluster 2 • Module 2 • Monday

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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Which sentences can be combined? Read the sentences. Find two short sentences about the same idea that could be combined."**

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

**"Read this with me: 'Missions spread Catholic beliefs. Missions taught Spanish customs.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "Missions spread Catholic beliefs." and "Missions taught Spanish customs." are short and about the same idea, so they can be combined.

(11)(C)(v) • Combine Ideas for Coherence • 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, "Missions spread Catholic beliefs." and "Missions taught Spanish customs." are short and about the same idea, so they can be combined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to combine ideas for coherence"*

## Choose the better combination.

With support, choose the smoother way to combine the ideas.

**"Missions spread Catholic beliefs and taught Spanish customs."**

**I CAN** I can choose a clear way to combine sentences, with support.

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Grade 5 • Cluster 2 • Module 2 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the smoother way to combine the ideas."**

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

**"Read this with me: 'Missions spread Catholic beliefs and taught Spanish customs.'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "Missions spread Catholic beliefs and taught Spanish customs." combines the ideas smoothly.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 10 of 36 • Cluster 2

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Missions spread Catholic beliefs and taught Spanish customs." combines the ideas smoothly.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

## SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

**Before: "Missions spread Catholic beliefs. Missions taught Spanish customs."**

**I CAN** I can show how combining sentences improves coherence.

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Grade 5 • Cluster 2 • Module 2 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Combine the two sentences into one. Show the before and the after."**

**"Read this with me: Before: 'Missions spread Catholic beliefs. Missions taught Spanish customs.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Missions spread Catholic beliefs and taught Spanish customs." Combining the sentences shows how the ideas connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 10 of 36 • Cluster 2

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Missions spread Catholic beliefs and taught Spanish customs." Combining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Revise on your own.

Combine these two sentences into one clear sentence yourself, no word bank.

**"Missions spread Catholic beliefs. Missions taught Spanish customs."**

**I CAN** I can combine sentences myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'Missions spread Catholic beliefs. Missions taught Spanish customs.' Combine these two sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "Missions spread Catholic beliefs and taught Spanish customs." The combined sentence flows more clearly.

(11)(C)(v) • Combine Ideas for Coherence • 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: "Missions spread Catholic beliefs and taught Spanish customs." The combined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

**Explain why your combined sentence is clearer. Then combine two sentences in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your combined sentence is clearer. Then combine two sentences in your own writing."**

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

**ANSWER KEY:** A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) • Combine Ideas for Coherence • 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, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Complete the **revise drafts to combine ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(v)<br>revise drafts to <b>combine ideas for coherence</b>                                                                                                                    | Before: "Missions spread Catholic beliefs. Missions taught Spanish customs."<br>→ After: "Missions spread Catholic beliefs and taught Spanish customs."<br><i>Two short sentences about the same idea become one clear sentence that flows.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                 |

→ Now open your Standards Sweep Revising Tracking Sheet, 10 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "Missions spread Catholic beliefs and taught Spanish customs." Two short sentences about the same idea become one clear sentence that flows.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 10 of 36 · Cluster 2

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

"Missions spread Catholic beliefs." and "Missions taught Spanish customs." are short and about the same idea, so they can be combined.



## CHOOSE

Tuesday

"Missions spread Catholic beliefs and taught Spanish customs." combines the ideas smoothly.



## SHOW

Wednesday

Sample: "Missions spread Catholic beliefs and taught Spanish customs." Combining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "Missions spread Catholic beliefs and taught Spanish customs." The combined sentence flows more clearly.



## DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

### 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, "Missions spread Catholic beliefs." and "Missions taught Spanish customs." are short and about the same idea, so they can be combined. Emergent, "Missions spread Catholic beliefs and taught Spanish customs." combines the ideas smoothly. Visible, Sample: "Missions spread Catholic beliefs and taught Spanish customs." Combining the sentences shows how the ideas connect. Independent, Sample: "Missions spread Catholic beliefs and taught Spanish customs." The combined sentence flows more clearly. Reflective, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

**ANSWER KEY:** "Missions spread Catholic beliefs." and "Missions taught Spanish customs." are short and about the same idea, so they can be combined. · "Missions spread Catholic beliefs and taught Spanish customs." combines the ideas smoothly. · Sample: "Missions spread Catholic beliefs and taught Spanish customs." Combining the sentences shows how the ideas connect. · Sample: "Missions spread Catholic beliefs and taught Spanish customs." The combined sentence flows more clearly. · A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 10 of 36 · Cluster 2

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) Missions spread Catholic beliefs. (2) Missions taught Spanish customs.

What is the **BEST** way to combine sentences 1 and 2?

- A** Missions spread Catholic beliefs, missions taught Spanish customs.
- B** Missions spread Catholic beliefs and taught Spanish customs.
- C** Because missions spread Catholic beliefs.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: Missions spread Catholic beliefs. (2) Missions taught Spanish customs. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(v) · Combine Ideas for Coherence · Sheet 10 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** Missions spread Catholic beliefs and taught Spanish customs.

#### WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

#### 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 B, Missions spread Catholic beliefs and taught Spanish customs. Choice B combines the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, Missions spread Catholic beliefs and taught Spanish customs.

(11)(C)(v) · Combine Ideas for Coherence · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to add ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.  
Adding a connecting word helps my reader follow how one idea leads to another.

## KEY IDEA

**REVISING TOOL: Add a connecting word.**

Find two ideas that need a link, then add a transition like *Even though* to show how they connect.

**WHERE IT APPEARS:** “Spanish Rule in Early Texas”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Add Ideas for Coherence

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts to add ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: add ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

**"Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom."**

**I CAN** I recognize where a transition would help ideas connect.

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Grade 5 • Cluster 2 • Module 3 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Where do the ideas need a link? Read the sentences. Find the place where a transition would help the ideas connect."**

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

**"Read this with me: 'Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom.'"**

▶ *Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.*

**ANSWER KEY:** The ideas in "Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom." need a link to show how they connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The ideas in "Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom." need a link to show how they connect.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to add ideas for coherence"*

## Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

**"( Even though ) Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom."**

**I CAN** I can choose a transition that fits the meaning, with support.

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Grade 5 • Cluster 2 • Module 3 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the transition that best shows how the ideas connect."**

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

**"Read this with me: '( Even though ) Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "Even though" shows how the ideas connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Even though" shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

**Before: "Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom."**

**I CAN** I can show how a transition improves coherence.



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 make a revision, they can explain why it makes the writing better. Add a transition so the ideas connect. Show the before and the after."**

**"Read this with me: Before: 'Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom." The transition makes the connection clear.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom." The transition makes the connection clear.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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



## TODAY'S THINKING JOB

## OWN

**"I can do it myself."**

## EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

**"Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom."****I CAN** I can add a transition myself.

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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."****"Read this one: 'Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom.' Add a transition to connect these ideas yourself, no word bank."**▶ *No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.***ANSWER KEY:** Sample: "Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom." The added transition helps the ideas flow.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

## CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom." The added transition helps the ideas flow.

## COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

## POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

## RPLD EVIDENCE &amp; ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

**Explain why your transition makes the ideas clearer. Then add a transition in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your transition makes the ideas clearer. Then add a transition in your own writing."**

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

**ANSWER KEY:** A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 11 of 36 • Cluster 2

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to add ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(iii)<br>revise drafts to <b>add ideas for coherence</b>                                                                                          | Before: "Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom." → After: "Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom."<br><i>A transition (Even though) is added so the reader can see how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                                                                                                           |

→ Now open your Standards Sweep Revising Tracking Sheet, 11 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, → After: "Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom." A transition (Even though) is added so the reader can see how the ideas connect.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 11 of 36 · Cluster 2

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

The ideas in “Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom.” need a link to show how they connect.



## CHOOSE

Tuesday

“Even though” shows how the ideas connect.



## SHOW

Wednesday

Sample: “Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.” The transition makes the connection clear.



## OWN

Thursday

Sample: “Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.” The added transition helps the ideas flow.



## DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

### 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 ideas in “Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom.” need a link to show how they connect. Emergent, “Even though” shows how the ideas connect. Visible, Sample: “Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.” The transition makes the connection clear. Independent, Sample: “Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.” The added transition helps the ideas flow. Reflective, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**ANSWER KEY:** The ideas in “Mission life taught Native Americans new skills. Some Native Americans felt that mission life took away their freedom.” need a link to show how they connect. · “Even though” shows how the ideas connect. · Sample: “Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.” The transition makes the connection clear. · Sample: “Even though mission life taught Native Americans new skills, some Native Americans felt that mission life took away their freedom.” The added transition helps the ideas flow. · A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 11 of 36 · Cluster 2

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) Missions and presidios were built close together. They could support each other.

What is the **BEST** way to connect the ideas in sentence 1?

- A** Missions and presidios were built close together. They could support each other.
- B** Missions and presidios were built close together so they could support each other.
- C** Missions and presidios were built close together. They could support each other. Missions and presidios were built close together. They could support each other.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: Missions and presidios were built close together. They could support each other. Now, what is the BEST way to connect the ideas 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)(C)(iii) · Add Ideas for Coherence · Sheet 11 of 36 · Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** Missions and presidios were built close together so they could support each other.

#### WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

#### 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 B, Missions and presidios were built close together so they could support each other. Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, Missions and presidios were built close together so they could support each other.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 11 of 36 · Cluster 2

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “Spanish Rule in Early Texas”

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

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 12 of 36 • Cluster 2



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was helped."

I CAN I recognize a word that could be improved with a stronger choice.

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Grade 5 • Cluster 2 • Module 4 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which word could be stronger?  
Read the sentence. Find a weak or general word that could be  
replaced with a more exact one."**

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

**"Read this with me: 'The change was helped.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "helped" is a mild, general word that could be replaced with a stronger one like protected.

(11)(C)(ii) • Improve Word Choice • 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, "helped" is a mild, general word that could be replaced with a stronger one like protected.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve word choice" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve word choice is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( protected / helped )."

**I CAN** I can choose a stronger, more exact word, with support.

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Grade 5 • Cluster 2 • Module 4 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."**

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

**"Read this with me: 'The change was ( protected / helped ).'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "protected" is a stronger, more exact word than "helped."

(11)(C)(ii) • Improve Word Choice • 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, "protected" is a stronger, more exact word than "helped."

### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

**Before: "Presidios helped the missions and nearby settlements."**

**I CAN** I can show how a stronger word improves a sentence.

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Grade 5 • Cluster 2 • Module 4 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'Presidios helped the missions and nearby settlements.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Presidios protected the missions and nearby settlements." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 12 of 36 • Cluster 2

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Presidios protected the missions and nearby settlements." A stronger word shows exactly what the writer means.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

**"The helped taxes upset the people."**

**I CAN** I can improve word choice myself.



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

🕒 ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The helped taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • 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 revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

**Explain why your stronger word is clearer. Then improve a word in your own writing.**

**I CAN** I can evaluate word choice and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

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

**ANSWER KEY:** A stronger word like "protected" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • 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, A stronger word like "protected" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "Presidios helped the missions and nearby settlements." → After:<br>"Presidios protected the missions and nearby settlements."<br><i>A weak word (helped) becomes an exact word (protected) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                                                                                      |

→ Now open your Standards Sweep Revising Tracking Sheet, 12 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "Presidios protected the missions and nearby settlements." A weak word (helped) becomes an exact word (protected) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 12 of 36 · Cluster 2

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

“helped” is a mild, general word that could be replaced with a stronger one like protected.



## CHOOSE

Tuesday

“protected” is a stronger, more exact word than “helped.”



## SHOW

Wednesday

Sample: “Presidios protected the missions and nearby settlements.” A stronger word shows exactly what the writer means.



## OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



## DEFEND

Friday

A stronger word like “protected” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

### 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, “helped” is a mild, general word that could be replaced with a stronger one like protected. Emergent, “protected” is a stronger, more exact word than “helped.” Visible, Sample: “Presidios protected the missions and nearby settlements.” A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like “protected” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** “helped” is a mild, general word that could be replaced with a stronger one like protected. · “protected” is a stronger, more exact word than “helped.” · Sample: “Presidios protected the missions and nearby settlements.” A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like “protected” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 12 of 36 · Cluster 2

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) Spanish leaders wanted to keep control of Texas.

What is the BEST way to improve the word choice in sentence 1?

- A Spanish leaders wanted to keep control of Texas.
- B Spanish leaders wanted to maintain control of Texas.
- C Spanish leaders wanted to do something with Texas.
- D Make no change.

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

⌚ ~3 min

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

**“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: Spanish leaders wanted to keep control of Texas. Now, what is the BEST way to improve the word choice 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)(C)(ii) · Improve Word Choice · Sheet 12 of 36 · Cluster 2

#### CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

#### COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

#### POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** Spanish leaders wanted to maintain control of Texas.

#### WHY THIS IS CORRECT

Choice B replaces the weak word “helped” with a stronger, more exact word, so the reader understands exactly what the writer means.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

#### 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 B, Spanish leaders wanted to maintain control of Texas. Choice B replaces the weak word “helped” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, Spanish leaders wanted to maintain control of Texas.

(11)(C)(ii) · Improve Word Choice · 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 strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “Our Rights, Our Voices”

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

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 13 of 36 • Cluster 3



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was things."

I CAN I recognize a word that could be improved with a stronger choice.

The Writing Academy®, LLC



Grade 5 • Cluster 3 • Module 1 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which word could be stronger? Read the sentence. Find a weak or general word that could be replaced with a more exact one."**

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

**"Read this with me: 'The change was things.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "things" is a mild, general word that could be replaced with a stronger one like freedoms.

(11)(C)(ii) • Improve Word Choice • Sheet 13 of 36 • Cluster 3

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "things" is a mild, general word that could be replaced with a stronger one like freedoms.

### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve word choice" specifically.

### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve word choice is strong, it is one of the things writers always check when they revise.

### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( freedoms / things )."

**I CAN** I can choose a stronger, more exact word, with support.

The Writing Academy®, LLC

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 the stronger revision, with support. With support, choose the word that best fits the meaning."**

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

**"Read this with me: 'The change was ( freedoms / things ).'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "freedoms" is a stronger, more exact word than "things."

(11)(C)(ii) • Improve Word Choice • Sheet 13 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "freedoms" is a stronger, more exact word than "things."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

**Before:** "The Bill of Rights protects important things for every person."

**I CAN** I can show how a stronger word improves a sentence.

The Writing Academy®, LLC



Grade 5 • Cluster 3 • Module 1 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'The Bill of Rights protects important things for every person.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The Bill of Rights protects important freedoms for every person." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 13 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The Bill of Rights protects important freedoms for every person." A stronger word shows exactly what the writer means.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

**"The things taxes upset the people."**

**I CAN** I can improve word choice myself.



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

🕒 ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The things taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • 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 revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

**I CAN** I can evaluate word choice and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

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

**ANSWER KEY:** A stronger word like "freedoms" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 13 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A stronger word like "freedoms" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "The Bill of Rights protects important things for every person." →<br>After: "The Bill of Rights protects important freedoms for every person."<br><i>A weak word (things) becomes an exact word (freedoms) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                      |

→ Now open your Standards Sweep Revising Tracking Sheet, 13 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The Bill of Rights protects important freedoms for every person." A weak word (things) becomes an exact word (freedoms) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 13 of 36 · Cluster 3

**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

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

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



## NOTICE

Monday

"things" is a mild, general word that could be replaced with a stronger one like freedoms.



## CHOOSE

Tuesday

"freedoms" is a stronger, more exact word than "things."



## SHOW

Wednesday

Sample: "The Bill of Rights protects important freedoms for every person." A stronger word shows exactly what the writer means.



## OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



## DEFEND

Friday

A stronger word like "freedoms" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

### 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, "things" is a mild, general word that could be replaced with a stronger one like freedoms. Emergent, "freedoms" is a stronger, more exact word than "things." Visible, Sample: "The Bill of Rights protects important freedoms for every person." A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like "freedoms" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** "things" is a mild, general word that could be replaced with a stronger one like freedoms. · "freedoms" is a stronger, more exact word than "things." · Sample: "The Bill of Rights protects important freedoms for every person." A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like "freedoms" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 13 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) People have things that the Bill of Rights protects.

What is the **BEST** way to improve the word choice in sentence 1?

- A** People have things that the Bill of Rights protects.
- B** People have freedoms that the Bill of Rights protects.
- C** People have stuff that the Bill of Rights protects.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: People have things that the Bill of Rights protects. Now, what is the BEST way to improve the word choice 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)(C)(ii) · Improve Word Choice · Sheet 13 of 36 · Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** People have freedoms that the Bill of Rights protects.

#### WHY THIS IS CORRECT

Choice B replaces the weak word “things” with a stronger, more exact word, so the reader understands exactly what the writer means.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

#### 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 B, People have freedoms that the Bill of Rights protects. Choice B replaces the weak word “things” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, People have freedoms that the Bill of Rights protects.

(11)(C)(ii) · Improve Word Choice · Sheet 13 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to combine ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Combine two sentences.**  
Find two short sentences about the same idea, then combine them with a word like and.

**WHERE IT APPEARS:** “Our Rights, Our Voices”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Combine Ideas for Coherence

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts to combine ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: combine ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 14 of 36 • Cluster 3



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

**"The Bill of Rights protects freedom of speech. It protects freedom of religion."**

**I CAN** I recognize two sentences that could be combined.



### 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 revising eyes. Which sentences can be combined? Read the sentences. Find two short sentences about the same idea that could be combined."**

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

**"Read this with me: 'The Bill of Rights protects freedom of speech. It protects freedom of religion.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "The Bill of Rights protects freedom of speech." and "It protects freedom of religion." are short and about the same idea, so they can be combined.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 14 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The Bill of Rights protects freedom of speech." and "It protects freedom of religion." are short and about the same idea, so they can be combined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to combine ideas for coherence"*

## Choose the better combination.

With support, choose the smoother way to combine the ideas.

**"The Bill of Rights protects freedom of speech and freedom of religion."**

**I CAN** I can choose a clear way to combine sentences, with support.

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Grade 5 • Cluster 3 • Module 2 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the smoother way to combine the ideas."**

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

**"Read this with me: 'The Bill of Rights protects freedom of speech and freedom of religion.'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "The Bill of Rights protects freedom of speech and freedom of religion." combines the ideas smoothly.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 14 of 36 • Cluster 3

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "The Bill of Rights protects freedom of speech and freedom of religion." combines the ideas smoothly.

### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

**Before:** "The Bill of Rights protects freedom of speech. It protects freedom of religion."

**I CAN** I can show how combining sentences improves coherence.

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Grade 5 • Cluster 3 • Module 2 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Combine the two sentences into one. Show the before and the after."**

**"Read this with me: Before: 'The Bill of Rights protects freedom of speech. It protects freedom of religion.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The Bill of Rights protects freedom of speech and freedom of religion." Combining the sentences shows how the ideas connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 14 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The Bill of Rights protects freedom of speech and freedom of religion." Combining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Revise on your own.

Combine these two sentences into one clear sentence yourself, no word bank.

**"The Bill of Rights protects freedom of speech. It protects freedom of religion."**

**I CAN** I can combine sentences myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The Bill of Rights protects freedom of speech. It protects freedom of religion.' Combine these two sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The Bill of Rights protects freedom of speech and freedom of religion." The combined sentence flows more clearly.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 14 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Bill of Rights protects freedom of speech and freedom of religion." The combined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

**Explain why your combined sentence is clearer. Then combine two sentences in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your combined sentence is clearer. Then combine two sentences in your own writing."**

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

**ANSWER KEY:** A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) • Combine Ideas for Coherence • 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, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to combine ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                  | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(v)<br>revise drafts to <b>combine ideas for coherence</b>                                                                                                             | Before: "The Bill of Rights protects freedom of speech. It protects freedom of religion." → After: "The Bill of Rights protects freedom of speech and freedom of religion."<br><i>Two short sentences about the same idea become one clear sentence that flows.</i> |
| MY OWN EXAMPLE:<br><br><i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                     |

→ Now open your Standards Sweep Revising Tracking Sheet, 14 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The Bill of Rights protects freedom of speech and freedom of religion." Two short sentences about the same idea become one clear sentence that flows.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 14 of 36 · Cluster 3

**CHECK FOR UNDERSTANDING**

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

**COMMON MISCONCEPTION**

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

**POSSIBLE STUDENT QUESTION**

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

**RPLD EVIDENCE & ADVICE**

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

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

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



## NOTICE Monday

"The Bill of Rights protects freedom of speech." and "It protects freedom of religion." are short and about the same idea, so they can be combined.



## CHOOSE Tuesday

"The Bill of Rights protects freedom of speech and freedom of religion." combines the ideas smoothly.



## SHOW Wednesday

Sample: "The Bill of Rights protects freedom of speech and freedom of religion." Combining the sentences shows how the ideas connect.



## OWN Thursday

Sample: "The Bill of Rights protects freedom of speech and freedom of religion." The combined sentence flows more clearly.



## DEFEND Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

### 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 Bill of Rights protects freedom of speech." and "It protects freedom of religion." are short and about the same idea, so they can be combined. Emergent, "The Bill of Rights protects freedom of speech and freedom of religion." combines the ideas smoothly. Visible, Sample: "The Bill of Rights protects freedom of speech and freedom of religion." Combining the sentences shows how the ideas connect. Independent, Sample: "The Bill of Rights protects freedom of speech and freedom of religion." The combined sentence flows more clearly. Reflective, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

**ANSWER KEY:** "The Bill of Rights protects freedom of speech." and "It protects freedom of religion." are short and about the same idea, so they can be combined. · "The Bill of Rights protects freedom of speech and freedom of religion." combines the ideas smoothly. · Sample: "The Bill of Rights protects freedom of speech and freedom of religion." Combining the sentences shows how the ideas connect. · Sample: "The Bill of Rights protects freedom of speech and freedom of religion." The combined sentence flows more clearly. · A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 14 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) The Bill of Rights protects freedom of speech. (2) It protects freedom of religion.

**What is the BEST way to combine sentences 1 and 2?**

- A** The Bill of Rights protects freedom of speech, it protects freedom of religion.
- B** The Bill of Rights protects freedom of speech and freedom of religion.
- C** Because the Bill of Rights protects freedom of speech
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The Bill of Rights protects freedom of speech. (2) It protects freedom of religion. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(v) · Combine Ideas for Coherence · Sheet 14 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

#### COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

#### POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The Bill of Rights protects freedom of speech and freedom of religion.

#### WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

#### 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 B, The Bill of Rights protects freedom of speech and freedom of religion. Choice B combines the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The Bill of Rights protects freedom of speech and freedom of religion.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 14 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to add ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.  
Adding a connecting word helps my reader follow how one idea leads to another.

## KEY IDEA

**REVISING TOOL: Add a connecting word.**

Find two ideas that need a link, then add a transition like *Therefore* to show how they connect.

**WHERE IT APPEARS:** “Our Rights, Our Voices”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Add Ideas for Coherence

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts to add ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: add ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

**"The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change."**

**I CAN** I recognize where a transition would help ideas connect.

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Grade 5 • Cluster 3 • Module 3 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Where do the ideas need a link? Read the sentences. Find the place where a transition would help the ideas connect."**

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

**"Read this with me: 'The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** The ideas in "The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change." need a link to show how they connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The ideas in "The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change." need a link to show how they connect.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to add ideas for coherence"*

## Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

**"( Therefore ) The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change."**

**I CAN** I can choose a transition that fits the meaning, with support.

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Grade 5 • Cluster 3 • Module 3 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the transition that best shows how the ideas connect."**

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

**"Read this with me: '( Therefore ) The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "Therefore" shows how the ideas connect.

(11)(C)(iii) • Add Ideas for Coherence • 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, "Therefore" shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

**Before: "The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change."**

**I CAN** I can show how a transition improves coherence.

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Grade 5 • Cluster 3 • Module 3 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Add a transition so the ideas connect. Show the before and the after."**

**"Read this with me: Before: 'The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change." The transition makes the connection clear.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change." The transition makes the connection clear.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

**"The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change."**

**I CAN** I can add a transition myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change.' Add a transition to connect these ideas yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change." The added transition helps the ideas flow.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 15 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change." The added transition helps the ideas flow.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

**Explain why your transition makes the ideas clearer. Then add a transition in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your transition makes the ideas clearer. Then add a transition in your own writing."**

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

**ANSWER KEY:** A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) • Add Ideas for Coherence • 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, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to add ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(iii)<br>revise drafts to <b>add ideas for coherence</b>                                                                                          | Before: "The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change." → After: "The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change."<br><i>A transition (Therefore) is added so the reader can see how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                                                                                                |

→ Now open your Standards Sweep Revising Tracking Sheet, 15 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change." A transition (Therefore) is added so the reader can see how the ideas connect.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 15 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

The ideas in “The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change.” need a link to show how they connect.



## CHOOSE

Tuesday

“Therefore” shows how the ideas connect.



## SHOW

Wednesday

Sample: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” The transition makes the connection clear.



## OWN

Thursday

Sample: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” The added transition helps the ideas flow.



## DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

### 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 ideas in “The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change.” need a link to show how they connect. Emergent, “Therefore” shows how the ideas connect. Visible, Sample: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” The transition makes the connection clear. Independent, Sample: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” The added transition helps the ideas flow. Reflective, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**ANSWER KEY:** The ideas in “The Bill of Rights protects the right to gather and petition. People can speak together to ask leaders for change.” need a link to show how they connect. · “Therefore” shows how the ideas connect. · Sample: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” The transition makes the connection clear. · Sample: “The Bill of Rights protects the right to gather and petition. Therefore, people can speak together to ask leaders for change.” The added transition helps the ideas flow. · A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 15 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The Bill of Rights protects fair trials. People accused of crimes deserve a chance to defend themselves.

What is the **BEST** way to connect the ideas in sentence 1?

- A** The Bill of Rights protects fair trials. People accused of crimes deserve a chance to defend themselves.
- B** The Bill of Rights protects fair trials, so people accused of crimes deserve a chance to defend themselves.
- C** The Bill of Rights protects fair trials. People accused of crimes deserve a chance to defend themselves. The Bill of Rights protects fair trials. People accused of crimes deserve a chance to defend themselves.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The Bill of Rights protects fair trials. People accused of crimes deserve a chance to defend themselves. Now, what is the BEST way to connect the ideas 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)(C)(iii) · Add Ideas for Coherence · Sheet 15 of 36 · Cluster 3

### CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

### COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

### POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The Bill of Rights protects fair trials, so people accused of crimes deserve a chance to defend themselves.

#### WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

#### 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 B, The Bill of Rights protects fair trials, so people accused of crimes deserve a chance to defend themselves. Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The Bill of Rights protects fair trials, so people accused of crimes deserve a chance to defend themselves.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 15 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve sentence structure”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.  
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Join choppy sentences.**  
Find two short sentences about the same idea,  
then join them with a word like so.

**WHERE IT APPEARS:** “Our Rights, Our Voices”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Improve Sentence Structure

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve sentence structure, the standard says: ‘revise drafts to improve sentence structure.’”**

▶ *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 revision.”**

**NOTE:** This week: improve sentence structure, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure • Sheet 16 of 36 • Cluster 3



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

**"The Bill of Rights protects fair trials. People deserve a chance to defend themselves."**

**I CAN** I recognize short, choppy sentences that could be joined.

The Writing Academy®, LLC



Grade 5 • Cluster 3 • Module 4 • Monday

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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Which sentences are short and choppy? Read the sentences. Find two short sentences about the same idea that could be joined."**

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

**"Read this with me: 'The Bill of Rights protects fair trials. People deserve a chance to defend themselves.'"**

▶ *Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.*

**ANSWER KEY:** "The Bill of Rights protects fair trials." and "People deserve a chance to defend themselves." are short and about the same idea, so they can be joined.

(11)(C)(i) • Improve Sentence Structure • Sheet 16 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The Bill of Rights protects fair trials." and "People deserve a chance to defend themselves." are short and about the same idea, so they can be joined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve sentence structure"*

## Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

**"The Bill of Rights protects fair trials, so people deserve a chance to defend themselves."**

**I CAN** I can choose a joining word that fits the meaning, with support.

The Writing Academy®, LLC

Grade 5 • Cluster 3 • Module 4 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the joining word that best shows how the ideas connect."**

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

**"Read this with me: 'The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "so" shows how the ideas connect in "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.."

(11)(C)(i) • Improve Sentence Structure • Sheet 16 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "so" shows how the ideas connect in "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Show your revision (Before, After).

Rewrite the two sentences as one clear sentence. Show the before and the after.

**Before: "The Bill of Rights protects fair trials. People deserve a chance to defend themselves."**

**I CAN** I can show how joining sentences improves the structure.

The Writing Academy®, LLC



Grade 5 • Cluster 3 • Module 4 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one clear sentence. Show the before and the after."**

**"Read this with me: Before: 'The Bill of Rights protects fair trials. People deserve a chance to defend themselves.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." Joining the sentences shows how the ideas connect.

(11)(C)(i) • Improve Sentence Structure • Sheet 16 of 36 • Cluster 3

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." Joining the sentences shows how the ideas connect.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

**"The Bill of Rights protects fair trials. People deserve a chance to defend themselves."**

**I CAN** I can improve sentence structure myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The Bill of Rights protects fair trials. People deserve a chance to defend themselves.' Join these choppy sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." The joined sentence flows more clearly.

(11)(C)(i) • Improve Sentence Structure • Sheet 16 of 36 • Cluster 3

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." The joined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

**Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.**

**I CAN** I can evaluate sentence structure and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing."**

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

**ANSWER KEY:** A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) • Improve Sentence Structure • 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, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Complete the **revise drafts to improve sentence structure** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(i)<br>revise drafts to <b>improve sentence structure</b>                                                                                                         | Before: "The Bill of Rights protects fair trials. People deserve a chance to defend themselves." → After: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves."<br><i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                                         |

→ Now open your Standards Sweep Revising Tracking Sheet, 16 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." Two short, choppy sentences become one clear sentence that shows how the ideas connect.

(11)(C)(i) · Improve Sentence Structure · Sheet 16 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE Monday

"The Bill of Rights protects fair trials." and "People deserve a chance to defend themselves." are short and about the same idea, so they can be joined.



## CHOOSE Tuesday

"so" shows how the ideas connect in "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.."



## SHOW Wednesday

Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." Joining the sentences shows how the ideas connect.



## OWN Thursday

Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." The joined sentence flows more clearly.



## DEFEND Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

### 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 Bill of Rights protects fair trials." and "People deserve a chance to defend themselves." are short and about the same idea, so they can be joined. Emergent, "so" shows how the ideas connect in "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.." Visible, Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." Joining the sentences shows how the ideas connect. Independent, Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." The joined sentence flows more clearly. Reflective, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

**ANSWER KEY:** "The Bill of Rights protects fair trials." and "People deserve a chance to defend themselves." are short and about the same idea, so they can be joined. · "so" shows how the ideas connect in "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.." · Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." Joining the sentences shows how the ideas connect. · Sample: "The Bill of Rights protects fair trials, so people deserve a chance to defend themselves." The joined sentence flows more clearly. · A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) · Improve Sentence Structure · Sheet 16 of 36 · Cluster 3

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The Bill of Rights protects fair trials. (2) People deserve a chance to defend themselves.

**What is the BEST way to combine sentences 1 and 2?**

- A** The Bill of Rights protects fair trials, people deserve a chance to defend themselves.
- B** The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.
- C** To protect the rights of the people
- D** Make no change.

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

⌚ ~3 min

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

**“Here’s a question shaped just like the ones on a real test, and once you can choose the strongest revision, you’re the one in control. Read the sentence: The Bill of Rights protects fair trials. (2) People deserve a chance to defend themselves. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(i) · Improve Sentence Structure · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

**POSSIBLE STUDENT QUESTION**

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.

#### WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

#### 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 B, The Bill of Rights protects fair trials, so people deserve a chance to defend themselves. Choice B joins the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The Bill of Rights protects fair trials, so people deserve a chance to defend themselves.

(11)(C)(i) · Improve Sentence Structure · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “Words That Changed a Nation”

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

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was bad."

I CAN I recognize a word that could be improved with a stronger choice.

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Grade 5 • Cluster 4 • Module 1 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which word could be stronger?  
Read the sentence. Find a weak or general word that could be  
replaced with a more exact one."**

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

**"Read this with me: 'The change was bad.'"**

▶ *Have students point to or name the sentence that needs revising. We are only  
noticing today, not revising anything yet.*

**ANSWER KEY:** "bad" is a mild, general word that could be replaced with a stronger  
one like unfair.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.  
Expected: an answer that matches, "bad" is a mild, general  
word that could be replaced with a stronger one like unfair.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different  
instead of the one the standard is about, keep them anchored to  
"improve word choice" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing  
when improve word choice is strong, it is one of the things  
writers always check when they revise.

#### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( unfair / bad )."

**I CAN** I can choose a stronger, more exact word, with support.

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Grade 5 • Cluster 4 • Module 1 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."**

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

**"Read this with me: 'The change was ( unfair / bad ).'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "unfair" is a stronger, more exact word than "bad."

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "unfair" is a stronger, more exact word than "bad."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

**Before: "The colonists said British rule was bad."**

**I CAN** I can show how a stronger word improves a sentence.

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Grade 5 • Cluster 4 • Module 1 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'The colonists said British rule was bad.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The colonists said British rule was unfair." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The colonists said British rule was unfair." A stronger word shows exactly what the writer means.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"The bad taxes upset the people."

I CAN I can improve word choice myself.



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

🕒 ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The bad taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: The revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

**Explain why your stronger word is clearer. Then improve a word in your own writing.**

**I CAN** I can evaluate word choice and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

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

**ANSWER KEY:** A stronger word like "unfair" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 17 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A stronger word like "unfair" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "The colonists said British rule was bad." → After: "The colonists said British rule was unfair."<br><i>A weak word (bad) becomes an exact word (unfair) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                                                   |

→ Now open your Standards Sweep Revising Tracking Sheet, 17 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, → After: "The colonists said British rule was unfair." A weak word (bad) becomes an exact word (unfair) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 17 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

“bad” is a mild, general word that could be replaced with a stronger one like unfair.



## CHOOSE

Tuesday

“unfair” is a stronger, more exact word than “bad.”



## SHOW

Wednesday

Sample: “The colonists said British rule was unfair.” A stronger word shows exactly what the writer means.



## OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



## DEFEND

Friday

A stronger word like “unfair” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

### 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, “bad” is a mild, general word that could be replaced with a stronger one like unfair. Emergent, “unfair” is a stronger, more exact word than “bad.” Visible, Sample: “The colonists said British rule was unfair.” A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like “unfair” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** “bad” is a mild, general word that could be replaced with a stronger one like unfair. · “unfair” is a stronger, more exact word than “bad.” · Sample: “The colonists said British rule was unfair.” A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like “unfair” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 17 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) The colonists wanted to fix the bad treatment they received from Great Britain.

What is the **BEST** way to improve the word choice in sentence 1?

- A** The colonists wanted to fix the bad treatment they received from Great Britain.
- B** The colonists wanted to end the unfair treatment they received from Great Britain.
- C** The colonists wanted to change some things.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The colonists wanted to fix the bad treatment they received from Great Britain. Now, what is the BEST way to improve the word choice 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)(C)(ii) · Improve Word Choice · Sheet 17 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The colonists wanted to end the unfair treatment they received from Great Britain.

#### WHY THIS IS CORRECT

Choice B replaces the weak word “bad” with a stronger, more exact word, so the reader understands exactly what the writer means.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

#### 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 B, The colonists wanted to end the unfair treatment they received from Great Britain. Choice B replaces the weak word “bad” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The colonists wanted to end the unfair treatment they received from Great Britain.

(11)(C)(ii) · Improve Word Choice · Sheet 17 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to combine ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Combine two sentences.**

Find two short sentences about the same idea, then combine them with a word like so.

**WHERE IT APPEARS:** “Words That Changed a Nation”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Combine Ideas for Coherence

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts to combine ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: combine ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

**"The colonists valued liberty. The colonists wanted to choose their own government."**

**I CAN** I recognize two sentences that could be combined.



### 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 revising eyes. Which sentences can be combined? Read the sentences. Find two short sentences about the same idea that could be combined."**

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

**"Read this with me: 'The colonists valued liberty. The colonists wanted to choose their own government.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "The colonists valued liberty." and "The colonists wanted to choose their own government." are short and about the same idea, so they can be combined.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The colonists valued liberty." and "The colonists wanted to choose their own government." are short and about the same idea, so they can be combined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to combine ideas for coherence"*

## Choose the better combination.

With support, choose the smoother way to combine the ideas.

**"The colonists valued liberty, so they wanted to choose their own government."**

**I CAN** I can choose a clear way to combine sentences, with support.

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Grade 5 • Cluster 4 • Module 2 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the smoother way to combine the ideas."**

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

**"Read this with me: 'The colonists valued liberty, so they wanted to choose their own government.'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "The colonists valued liberty, so they wanted to choose their own government." combines the ideas smoothly.

(11)(C)(v) • Combine Ideas for Coherence • 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, "The colonists valued liberty, so they wanted to choose their own government." combines the ideas smoothly.

### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

**Before:** "The colonists valued liberty. The colonists wanted to choose their own government."

**I CAN** I can show how combining sentences improves coherence.

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Grade 5 • Cluster 4 • Module 2 • Wednesday

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

⌚ ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Combine the two sentences into one. Show the before and the after."**

**"Read this with me: Before: 'The colonists valued liberty. The colonists wanted to choose their own government.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The colonists valued liberty, so they wanted to choose their own government." Combining the sentences shows how the ideas connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The colonists valued liberty, so they wanted to choose their own government." Combining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Revise on your own.

Combine these two sentences into one clear sentence yourself, no word bank.

**"The colonists valued liberty. The colonists wanted to choose their own government."**

**I CAN** I can combine sentences myself.

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Grade 5 • Cluster 4 • Module 2 • Thursday

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

🕒 ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The colonists valued liberty. The colonists wanted to choose their own government.' Combine these two sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The colonists valued liberty, so they wanted to choose their own government." The combined sentence flows more clearly.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 18 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The colonists valued liberty, so they wanted to choose their own government." The combined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

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

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

**Explain why your combined sentence is clearer. Then combine two sentences in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your combined sentence is clearer. Then combine two sentences in your own writing."**

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

**ANSWER KEY:** A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) • Combine Ideas for Coherence • 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, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to combine ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(v)<br>revise drafts to <b>combine ideas for coherence</b>                                                                                                                    | Before: "The colonists valued liberty. The colonists wanted to choose their own government." → After: "The colonists valued liberty, so they wanted to choose their own government."<br><i>Two short sentences about the same idea become one clear sentence that flows.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                              |

→ Now open your Standards Sweep Revising Tracking Sheet, 18 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The colonists valued liberty, so they wanted to choose their own government." Two short sentences about the same idea become one clear sentence that flows.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 18 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

"The colonists valued liberty." and "The colonists wanted to choose their own government." are short and about the same idea, so they can be combined.



## CHOOSE

Tuesday

"The colonists valued liberty, so they wanted to choose their own government." combines the ideas smoothly.



## SHOW

Wednesday

Sample: "The colonists valued liberty, so they wanted to choose their own government." Combining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "The colonists valued liberty, so they wanted to choose their own government." The combined sentence flows more clearly.



## DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

### 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 colonists valued liberty." and "The colonists wanted to choose their own government." are short and about the same idea, so they can be combined. Emergent, "The colonists valued liberty, so they wanted to choose their own government." combines the ideas smoothly. Visible, Sample: "The colonists valued liberty, so they wanted to choose their own government." Combining the sentences shows how the ideas connect. Independent, Sample: "The colonists valued liberty, so they wanted to choose their own government." The combined sentence flows more clearly. Reflective, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

**ANSWER KEY:** "The colonists valued liberty." and "The colonists wanted to choose their own government." are short and about the same idea, so they can be combined. · "The colonists valued liberty, so they wanted to choose their own government." combines the ideas smoothly. · Sample: "The colonists valued liberty, so they wanted to choose their own government." Combining the sentences shows how the ideas connect. · Sample: "The colonists valued liberty, so they wanted to choose their own government." The combined sentence flows more clearly. · A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) · Combine Ideas for Coherence · 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 weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The colonists valued liberty. (2) The colonists wanted to choose their own government.

What is the **BEST** way to combine sentences 1 and 2?

- A** The colonists valued liberty, they wanted to choose their own government.
- B** The colonists valued liberty, so they wanted to choose their own government.
- C** Because the colonists valued liberty
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The colonists valued liberty. (2) The colonists wanted to choose their own government. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(v) · Combine Ideas for Coherence · Sheet 18 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

#### COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

#### POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The colonists valued liberty, so they wanted to choose their own government.

#### WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

#### 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 B, The colonists valued liberty, so they wanted to choose their own government. Choice B combines the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The colonists valued liberty, so they wanted to choose their own government.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 18 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to add ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.  
Adding a connecting word helps my reader follow how one idea leads to another.

## KEY IDEA

**REVISING TOOL: Add a connecting word.**

Find two ideas that need a link, then add a transition like *Therefore*, to show how they connect.

**WHERE IT APPEARS:** “Words That Changed a Nation”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Add Ideas for Coherence

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts to add ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: add ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 19 of 36 • Cluster 4



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

**"The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people."**

**I CAN** I recognize where a transition would help ideas connect.



### 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 revising eyes. Where do the ideas need a link? Read the sentences. Find the place where a transition would help the ideas connect."**

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

**"Read this with me: 'The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** The ideas in "The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people." need a link to show how they connect.

(11)(C)(iii) • Add Ideas for Coherence • 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 ideas in "The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people." need a link to show how they connect.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to add ideas for coherence"*

## Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

**"( Therefore, ) The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people."**

**I CAN** I can choose a transition that fits the meaning, with support.

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Grade 5 • Cluster 4 • Module 3 • Tuesday

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

🕒 ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the transition that best shows how the ideas connect."**

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

**"Read this with me: '( Therefore, ) The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "Therefore," shows how the ideas connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 19 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Therefore," shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

**Before:** "The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people."

**I CAN** I can show how a transition improves coherence.



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 make a revision, they can explain why it makes the writing better. Add a transition so the ideas connect. Show the before and the after."**

**"Read this with me: Before: 'The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people." The transition makes the connection clear.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 19 of 36 • Cluster 4

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people." The transition makes the connection clear.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

**"The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people."**

**I CAN** I can add a transition myself.



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

🕒 ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.' Add a transition to connect these ideas yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people." The added transition helps the ideas flow.

(11)(C)(iii) • Add Ideas for Coherence • 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: "The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people." The added transition helps the ideas flow.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

**Explain why your transition makes the ideas clearer. Then add a transition in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your transition makes the ideas clearer. Then add a transition in your own writing."**

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

**ANSWER KEY:** A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 19 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Complete the **revise drafts to add ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(iii)<br>revise drafts to <b>add ideas for coherence</b>                                                                                          | Before: "The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people." → After: "The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people."<br><i>A transition (Therefore,) is added so the reader can see how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                     |

→ Now open your Standards Sweep Revising Tracking Sheet, 19 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people." A transition (Therefore,) is added so the reader can see how the ideas connect.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 19 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

The ideas in “The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.” need a link to show how they connect.



## CHOOSE

Tuesday

“Therefore,” shows how the ideas connect.



## SHOW

Wednesday

Sample: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” The transition makes the connection clear.



## OWN

Thursday

Sample: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” The added transition helps the ideas flow.



## DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

### 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 ideas in “The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.” need a link to show how they connect. Emergent, “Therefore,” shows how the ideas connect. Visible, Sample: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” The transition makes the connection clear. Independent, Sample: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” The added transition helps the ideas flow. Reflective, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**ANSWER KEY:** The ideas in “The British government taxed the colonies without giving them a voice. The colonists believed that government should have the consent of the people.” need a link to show how they connect. · “Therefore,” shows how the ideas connect. · Sample: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” The transition makes the connection clear. · Sample: “The British government taxed the colonies without giving them a voice. Therefore, the colonists believed that government should have the consent of the people.” The added transition helps the ideas flow. · A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 19 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The British government did not respect the colonists' rights. The colonists declared independence.

What is the **BEST** way to connect the ideas in sentence 1?

- A** The British government did not respect the colonists' rights. The colonists declared independence.
- B** The British government did not respect the colonists' rights, so the colonists declared independence.
- C** The British government did not respect the colonists' rights. The colonists declared independence. The British government did not respect the colonists' rights. The colonists declared independence.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The British government did not respect the colonists' rights. The colonists declared independence. Now, what is the BEST way to connect the ideas 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)(C)(iii) · Add Ideas for Coherence · Sheet 19 of 36 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The British government did not respect the colonists' rights, so the colonists declared independence.

#### WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

#### 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 B, The British government did not respect the colonists' rights, so the colonists declared independence. Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The British government did not respect the colonists' rights, so the colonists declared independence.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 19 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve sentence structure”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.  
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Join choppy sentences.**  
Find two short sentences about the same idea,  
then join them with a word like so.

**WHERE IT APPEARS:** “Words That Changed a Nation”

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

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Improve Sentence Structure

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve sentence structure, the standard says: ‘revise drafts to improve sentence structure.’”**

▶ *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 revision.”**

**NOTE:** This week: improve sentence structure, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure • Sheet 20 of 36 • Cluster 4



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

**"The colonists wanted liberty. They rejected British rule."**

**I CAN** I recognize short, choppy sentences that could be joined.

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Grade 5 • Cluster 4 • Module 4 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which sentences are short and choppy? Read the sentences. Find two short sentences about the same idea that could be joined."**

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

**"Read this with me: 'The colonists wanted liberty. They rejected British rule.'"**

▶ *Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.*

**ANSWER KEY:** "The colonists wanted liberty." and "They rejected British rule." are short and about the same idea, so they can be joined.

(11)(C)(i) • Improve Sentence Structure • 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 colonists wanted liberty." and "They rejected British rule." are short and about the same idea, so they can be joined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve sentence structure"*

## Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

**"The colonists wanted liberty, so they rejected British rule."**

**I CAN** I can choose a joining word that fits the meaning, with support.

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Grade 5 • Cluster 4 • Module 4 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the joining word that best shows how the ideas connect."**

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

**"Read this with me: 'The colonists wanted liberty, so they rejected British rule.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "so" shows how the ideas connect in "The colonists wanted liberty, so they rejected British rule.."

(11)(C)(i) • Improve Sentence Structure • 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, "so" shows how the ideas connect in "The colonists wanted liberty, so they rejected British rule.."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Show your revision (Before, After).

Rewrite the two sentences as one clear sentence. Show the before and the after.

**Before: "The colonists wanted liberty. They rejected British rule."**

**I CAN** I can show how joining sentences improves the structure.

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Grade 5 • Cluster 4 • Module 4 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one clear sentence. Show the before and the after."**

**"Read this with me: Before: 'The colonists wanted liberty. They rejected British rule.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The colonists wanted liberty, so they rejected British rule." Joining the sentences shows how the ideas connect.

(11)(C)(i) • Improve Sentence Structure • Sheet 20 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The colonists wanted liberty, so they rejected British rule." Joining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

**"The colonists wanted liberty. They rejected British rule."**

**I CAN** I can improve sentence structure myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The colonists wanted liberty. They rejected British rule.' Join these choppy sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The colonists wanted liberty, so they rejected British rule." The joined sentence flows more clearly.

(11)(C)(i) • Improve Sentence Structure • Sheet 20 of 36 • Cluster 4

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "The colonists wanted liberty, so they rejected British rule." The joined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

**Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.**

**I CAN** I can evaluate sentence structure and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing."**

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

**ANSWER KEY:** A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) • Improve Sentence Structure • 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, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve sentence structure** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(i)<br>revise drafts to <b>improve sentence structure</b>                                                                                                         | Before: "The colonists wanted liberty. They rejected British rule." → After:<br>"The colonists wanted liberty, so they rejected British rule."<br><i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                  |

→ Now open your Standards Sweep Revising Tracking Sheet, 20 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, → After: "The colonists wanted liberty, so they rejected British rule." Two short, choppy sentences become one clear sentence that shows how the ideas connect.

(11)(C)(i) · Improve Sentence Structure · Sheet 20 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

"The colonists wanted liberty." and "They rejected British rule." are short and about the same idea, so they can be joined.



## CHOOSE

Tuesday

"so" shows how the ideas connect in "The colonists wanted liberty, so they rejected British rule.."



## SHOW

Wednesday

Sample: "The colonists wanted liberty, so they rejected British rule." Joining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "The colonists wanted liberty, so they rejected British rule." The joined sentence flows more clearly.



## DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

### 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 colonists wanted liberty." and "They rejected British rule." are short and about the same idea, so they can be joined. Emergent, "so" shows how the ideas connect in "The colonists wanted liberty, so they rejected British rule..". Visible, Sample: "The colonists wanted liberty, so they rejected British rule." Joining the sentences shows how the ideas connect. Independent, Sample: "The colonists wanted liberty, so they rejected British rule." The joined sentence flows more clearly. Reflective, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

**ANSWER KEY:** "The colonists wanted liberty." and "They rejected British rule." are short and about the same idea, so they can be joined. · "so" shows how the ideas connect in "The colonists wanted liberty, so they rejected British rule..". Sample: "The colonists wanted liberty, so they rejected British rule." Joining the sentences shows how the ideas connect. · Sample: "The colonists wanted liberty, so they rejected British rule." The joined sentence flows more clearly. · A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) · Improve Sentence Structure · Sheet 20 of 36 · Cluster 4

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Read this part of a student's draft.

(1) The colonists wanted liberty. (2) They rejected British rule.

What is the **BEST** way to combine sentences 1 and 2?

- A** The colonists wanted liberty, they rejected British rule.
- B** The colonists wanted liberty, so they rejected British rule.
- C** To win independence from 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 choose the strongest revision, you’re the one in control. Read the sentence: The colonists wanted liberty. (2) They rejected British rule. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(i) · Improve Sentence Structure · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The colonists wanted liberty, so they rejected British rule.

#### WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

#### 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 B, The colonists wanted liberty, so they rejected British rule. Choice B joins the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The colonists wanted liberty, so they rejected British rule.

(11)(C)(i) • Improve Sentence Structure · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “A Difficult Compromise”

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

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 21 of 36 • Cluster 5



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was made."

I CAN I recognize a word that could be improved with a stronger choice.

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Grade 5 • Cluster 5 • Module 1 • Monday

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

🕒 ~2 min

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

**"Let's warm up our revising eyes. Which word could be stronger?  
Read the sentence. Find a weak or general word that could be  
replaced with a more exact one."**

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

**"Read this with me: 'The change was made.'"**

▶ *Have students point to or name the sentence that needs revising. We are only  
noticing today, not revising anything yet.*

**ANSWER KEY:** "made" is a mild, general word that could be replaced with a stronger  
one like increased.

(11)(C)(ii) • Improve Word Choice • 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, "made" is a mild, general  
word that could be replaced with a stronger one like increased.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different  
instead of the one the standard is about, keep them anchored to  
"improve word choice" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing  
when improve word choice is strong, it is one of the things  
writers always check when they revise.

#### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( increased / made )."

**I CAN** I can choose a stronger, more exact word, with support.

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Grade 5 • Cluster 5 • Module 1 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."**

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

**"Read this with me: 'The change was ( increased / made ).'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "increased" is a stronger, more exact word than "made."

(11)(C)(ii) • Improve Word Choice • 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, "increased" is a stronger, more exact word than "made."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

**Before: "The Three Fifths Compromise made a change to representation in Congress."**

**I CAN** I can show how a stronger word improves a sentence.

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Grade 5 • Cluster 5 • Module 1 • Wednesday

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

🕒 ~4 min

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

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'The Three Fifths Compromise made a change to representation in Congress.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The Three Fifths Compromise increased Southern representation in Congress." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 21 of 36 • Cluster 5

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The Three Fifths Compromise increased Southern representation in Congress." A stronger word shows exactly what the writer means.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

**"The made taxes upset the people."**

**I CAN** I can improve word choice myself.



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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The made taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • 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 revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

**Explain why your stronger word is clearer. Then improve a word in your own writing.**

**I CAN** I can evaluate word choice and transfer it to my own writing.



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

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

**ANSWER KEY:** A stronger word like "increased" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • 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, A stronger word like "increased" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "The Three Fifths Compromise made a change to representation in Congress." → After: "The Three Fifths Compromise increased Southern representation in Congress."<br><i>A weak word (made) becomes an exact word (increased) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                      |

→ Now open your Standards Sweep Revising Tracking Sheet, 21 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The Three Fifths Compromise increased Southern representation in Congress." A weak word (made) becomes an exact word (increased) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 21 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



**NOTICE**  
Monday

“made” is a mild, general word that could be replaced with a stronger one like increased.



**CHOOSE**  
Tuesday

“increased” is a stronger, more exact word than “made.”



**SHOW**  
Wednesday

Sample: “The Three Fifths Compromise increased Southern representation in Congress.” A stronger word shows exactly what the writer means.



**OWN**  
Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



**DEFEND**  
Friday

A stronger word like “increased” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

## 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, “made” is a mild, general word that could be replaced with a stronger one like increased. Emergent, “increased” is a stronger, more exact word than “made.” Visible, Sample: “The Three Fifths Compromise increased Southern representation in Congress.” A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like “increased” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** “made” is a mild, general word that could be replaced with a stronger one like increased. · “increased” is a stronger, more exact word than “made.” · Sample: “The Three Fifths Compromise increased Southern representation in Congress.” A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like “increased” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 21 of 36 · Cluster 5

### CHECK FOR UNDERSTANDING

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

### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

### POSSIBLE STUDENT QUESTION

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

### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) The delegates made a rule for counting population.

What is the BEST way to improve the word choice in sentence 1?

- A The delegates made a rule for counting population.
- B The delegates adopted the Three Fifths Compromise for counting population.
- C The delegates did something at the convention.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The delegates made a rule for counting population. Now, what is the BEST way to improve the word choice 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)(C)(ii) · Improve Word Choice · Sheet 21 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The delegates adopted the Three Fifths Compromise for counting population.

#### WHY THIS IS CORRECT

Choice B replaces the weak word “made” with a stronger, more exact word, so the reader understands exactly what the writer means.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

#### 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 B, The delegates adopted the Three Fifths Compromise for counting population. Choice B replaces the weak word “made” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The delegates adopted the Three Fifths Compromise for counting population.

(11)(C)(ii) · Improve Word Choice · Sheet 21 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to combine ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Combine two sentences.**  
Find two short sentences about the same idea, then combine them with a word like because.

**WHERE IT APPEARS:** “A Difficult Compromise”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Combine Ideas for Coherence

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts to combine ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: combine ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 22 of 36 • Cluster 5



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

**"Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress."**

I CAN I recognize two sentences that could be combined.

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Grade 5 • Cluster 5 • Module 2 • Monday

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

⌚ ~2 min

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

**"Let's warm up our revising eyes. Which sentences can be combined? Read the sentences. Find two short sentences about the same idea that could be combined."**

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

**"Read this with me: 'Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "Delegates debated whether enslaved people should count toward a state's population." and "They needed a rule for representation in Congress." are short and about the same idea, so they can be combined.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 22 of 36 • Cluster 5

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "Delegates debated whether enslaved people should count toward a state's population." and "They needed a rule for representation in Congress." are short and about the same idea, so they can be combined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to combine ideas for coherence"*

## Choose the better combination.

With support, choose the smoother way to combine the ideas.

**"Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress."**

**I CAN** I can choose a clear way to combine sentences, with support.

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Grade 5 • Cluster 5 • Module 2 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the smoother way to combine the ideas."**

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

**"Read this with me: 'Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." combines the ideas smoothly.

(11)(C)(v) • Combine Ideas for Coherence • 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, "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." combines the ideas smoothly.

### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

**Before:** "Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress."

**I CAN** I can show how combining sentences improves coherence.



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 make a revision, they can explain why it makes the writing better. Combine the two sentences into one. Show the before and the after."**

**"Read this with me: Before: 'Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." Combining the sentences shows how the ideas connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 22 of 36 • Cluster 5

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." Combining the sentences shows how the ideas connect.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Revise on your own.

Combine these two sentences into one clear sentence yourself, no word bank.

**"Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress."**

**I CAN** I can combine sentences myself.



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

🕒 ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress.' Combine these two sentences into one clear sentence yourself, no word bank."**

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

**ANSWER KEY:** Sample: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." The combined sentence flows more clearly.

(11)(C)(v) • Combine Ideas for Coherence • 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: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." The combined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

**Explain why your combined sentence is clearer. Then combine two sentences in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your combined sentence is clearer. Then combine two sentences in your own writing."**

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

**ANSWER KEY:** A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) • Combine Ideas for Coherence • 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, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



Complete the **revise drafts to combine ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(v)<br>revise drafts to <b>combine ideas for coherence</b>                                                                                                                    | Before: "Delegates debated whether enslaved people should count toward a state's population. They needed a rule for representation in Congress." →<br>After: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress."<br><i>Two short sentences about the same idea become one clear sentence that flows.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                                                                                                                                      |

→ Now open your Standards Sweep Revising Tracking Sheet, 22 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." Two short sentences about the same idea become one clear sentence that flows.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 22 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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



## NOTICE

Monday

"Delegates debated whether enslaved people should count toward a state's population." and "They needed a rule for representation in Congress." are short and about the same idea, so they can be combined.



## CHOOSE

Tuesday

"Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." combines the ideas smoothly.



## SHOW

Wednesday

Sample: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." Combining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." The combined sentence flows more clearly.



## DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

### 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, "Delegates debated whether enslaved people should count toward a state's population." and "They needed a rule for representation in Congress." are short and about the same idea, so they can be combined. Emergent, "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." combines the ideas smoothly. Visible, Sample: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." Combining the sentences shows how the ideas connect. Independent, Sample: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." The combined sentence flows more clearly. Reflective, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

**ANSWER KEY:** "Delegates debated whether enslaved people should count toward a state's population." and "They needed a rule for representation in Congress." are short and about the same idea, so they can be combined. · "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." combines the ideas smoothly. · Sample: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." Combining the sentences shows how the ideas connect. · Sample: "Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress." The combined sentence flows more clearly. · A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 22 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

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

#### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

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

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

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

Read this part of a student's draft.

(1) Delegates debated whether enslaved people should count toward a state's population. (2) They needed a rule for representation in Congress.

**What is the BEST way to combine sentences 1 and 2?**

- A** Delegates debated whether enslaved people should count toward a state's population, they needed a rule for representation in Congress.
- B** Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.
- C** To decide representation in Congress
- 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 choose the strongest revision, you’re the one in control. Read the sentence: Delegates debated whether enslaved people should count toward a state's population. (2) They needed a rule for representation in Now, congress. What is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(v) · Combine Ideas for Coherence · Sheet 22 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

#### COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

#### POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.

#### WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

#### 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 B, Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress. Choice B combines the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, Delegates debated whether enslaved people should count toward a state's population because they needed a rule for representation in Congress.

(11)(C)(v) · Combine Ideas for Coherence · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to add ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.  
Adding a connecting word helps my reader follow how one idea leads to another.

## KEY IDEA

**REVISING TOOL: Add a connecting word.**

Find two ideas that need a link, then add a transition like *However*, to show how they connect.

**WHERE IT APPEARS:** “A Difficult Compromise”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Add Ideas for Coherence

🕒 ~2 min

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

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

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

**“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts to add ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: add ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5





TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

**"The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved."**

**I CAN** I recognize where a transition would help ideas connect.



### 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 revising eyes. Where do the ideas need a link? Read the sentences. Find the place where a transition would help the ideas connect."**

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

**"Read this with me: 'The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** The ideas in "The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved." need a link to show how they connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The ideas in "The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved." need a link to show how they connect.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to add ideas for coherence"*

## Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

**"( However, ) The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved."**

**I CAN** I can choose a transition that fits the meaning, with support.

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Grade 5 • Cluster 5 • Module 3 • Tuesday

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

⌚ ~4 min

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

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the transition that best shows how the ideas connect."**

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

**"Read this with me: '( However, ) The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "However," shows how the ideas connect.

(11)(C)(iii) • Add Ideas for Coherence • 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, "However," shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

**Before: "The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved."**

**I CAN** I can show how a transition improves coherence.



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 make a revision, they can explain why it makes the writing better. Add a transition so the ideas connect. Show the before and the after."**

**"Read this with me: Before: 'The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved." The transition makes the connection clear.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved." The transition makes the connection clear.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

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

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



## TODAY'S THINKING JOB

## OWN

"I can do it myself."

## EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

**"The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved."****I CAN** I can add a transition myself.

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

⌚ ~4 min

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

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."****"Read this one: 'The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved.' Add a transition to connect these ideas yourself, no word bank."**

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

**ANSWER KEY:** Sample: "The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved." The added transition helps the ideas flow.

(11)(C)(iii) • Add Ideas for Coherence • 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 Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved." The added transition helps the ideas flow.

## COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

## POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

## RPLD EVIDENCE &amp; ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

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

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

**Explain why your transition makes the ideas clearer. Then add a transition in your own writing.**

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



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

⌚ ~5 min

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

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your transition makes the ideas clearer. Then add a transition in your own writing."**

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

**ANSWER KEY:** A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 23 of 36 • Cluster 5

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

#### COMMON MISCONCEPTION

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

#### POSSIBLE STUDENT QUESTION

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

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to add ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(iii)<br>revise drafts to <b>add ideas for coherence</b>                                                                                          | Before: "The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved."<br>→ After: "The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved."<br><i>A transition (However,) is added so the reader can see how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                                                                                                                                            |

→ Now open your Standards Sweep Revising Tracking Sheet, 23 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved." A transition (However,) is added so the reader can see how the ideas connect.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 23 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

The ideas in “The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved.” need a link to show how they connect.



## CHOOSE

Tuesday

“However,” shows how the ideas connect.



## SHOW

Wednesday

Sample: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” The transition makes the connection clear.



## OWN

Thursday

Sample: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” The added transition helps the ideas flow.



## DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

### 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 ideas in “The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved.” need a link to show how they connect. Emergent, “However,” shows how the ideas connect. Visible, Sample: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” The transition makes the connection clear. Independent, Sample: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” The added transition helps the ideas flow. Reflective, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**ANSWER KEY:** The ideas in “The Three Fifths Compromise counted three out of every five enslaved people for representation. It left the problem of slavery unsolved.” need a link to show how they connect. · “However,” shows how the ideas connect. · Sample: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” The transition makes the connection clear. · Sample: “The Three Fifths Compromise counted three out of every five enslaved people for representation. However, it left the problem of slavery unsolved.” The added transition helps the ideas flow. · A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 23 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.



Read this part of a student's draft.

(1) The compromise increased Southern representation. It left slavery unsolved.

What is the **BEST** way to connect the ideas in sentence 1?

- A** The compromise increased Southern representation. It left slavery unsolved.
- B** The compromise increased Southern representation, but it left slavery unsolved.
- C** The compromise increased Southern representation. It left slavery unsolved. The compromise increased Southern representation. It left slavery unsolved.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The compromise increased Southern representation. It left slavery unsolved. Now, what is the BEST way to connect the ideas 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)(C)(iii) · Add Ideas for Coherence · Sheet 23 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The compromise increased Southern representation, but it left slavery unsolved.

#### WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

#### 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 B, The compromise increased Southern representation, but it left slavery unsolved. Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The compromise increased Southern representation, but it left slavery unsolved.

(11)(C)(iii) · Add Ideas for Coherence · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve sentence structure”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.  
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Join choppy sentences.**  
Find two short sentences about the same idea,  
then join them with a word like before.

**WHERE IT APPEARS:** “A Difficult Compromise”

This deck teaches **Improve Sentence Structure** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Improve Sentence Structure

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is improve sentence structure, the standard says: ‘revise drafts to improve sentence structure.’”**

▶ *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 revision.”**

**NOTE:** This week: improve sentence structure, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure • Sheet 24 of 36 • Cluster 5



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

**"The delegates debated counting population. They reached the Three Fifths Compromise."**

**I CAN** I recognize short, choppy sentences that could be joined.

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Grade 5 • Cluster 5 • Module 4 • Monday

#### TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which sentences are short and choppy? Read the sentences. Find two short sentences about the same idea that could be joined."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'The delegates debated counting population. They reached the Three Fifths Compromise.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "The delegates debated counting population." and "They reached the Three Fifths Compromise." are short and about the same idea, so they can be joined.

(11)(C)(i) • Improve Sentence Structure • Sheet 24 of 36 • Cluster 5

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The delegates debated counting population." and "They reached the Three Fifths Compromise." are short and about the same idea, so they can be joined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve sentence structure"*

## Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

**"The delegates debated counting population before they reached the Three Fifths Compromise."**

**I CAN** I can choose a joining word that fits the meaning, with support.

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Grade 5 • Cluster 5 • Module 4 • Tuesday

### TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the joining word that best shows how the ideas connect."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: 'The delegates debated counting population before they reached the Three Fifths Compromise.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "before" shows how the ideas connect in "The delegates debated counting population before they reached the Three Fifths Compromise.."

(11)(C)(i) • Improve Sentence Structure • Sheet 24 of 36 • Cluster 5

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "before" shows how the ideas connect in "The delegates debated counting population before they reached the Three Fifths Compromise.."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Show your revision (Before, After).

Rewrite the two sentences as one clear sentence. Show the before and the after.

**Before: "The delegates debated counting population. They reached the Three Fifths Compromise."**

**I CAN** I can show how joining sentences improves the structure.

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Grade 5 • Cluster 5 • Module 4 • Wednesday

### TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one clear sentence. Show the before and the after."**

**"Read this with me: Before: 'The delegates debated counting population. They reached the Three Fifths Compromise.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The delegates debated counting population before they reached the Three Fifths Compromise." Joining the sentences shows how the ideas connect.

(11)(C)(i) • Improve Sentence Structure • Sheet 24 of 36 • Cluster 5

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The delegates debated counting population before they reached the Three Fifths Compromise." Joining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

#### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

**"The delegates debated counting population. They reached the Three Fifths Compromise."**

**I CAN** I can improve sentence structure myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The delegates debated counting population. They reached the Three Fifths Compromise.' Join these choppy sentences into one clear sentence yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: "The delegates debated counting population before they reached the Three Fifths Compromise." The joined sentence flows more clearly.

(11)(C)(i) • Improve Sentence Structure • 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 debated counting population before they reached the Three Fifths Compromise." The joined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

**Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.**

**I CAN** I can evaluate sentence structure and transfer it to my own writing.



### TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) • Improve Sentence Structure • Sheet 24 of 36 • Cluster 5

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve sentence structure** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(i)<br>revise drafts to <b>improve sentence structure</b>                                                                                                         | Before: "The delegates debated counting population. They reached the Three Fifths Compromise." → After: "The delegates debated counting population before they reached the Three Fifths Compromise."<br><i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                                        |

→ Now open your Standards Sweep Revising Tracking Sheet, 24 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The delegates debated counting population before they reached the Three Fifths Compromise." Two short, choppy sentences become one clear sentence that shows how the ideas connect.

(11)(C)(i) · Improve Sentence Structure · Sheet 24 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

"The delegates debated counting population." and "They reached the Three Fifths Compromise." are short and about the same idea, so they can be joined.



## CHOOSE

Tuesday

"before" shows how the ideas connect in "The delegates debated counting population before they reached the Three Fifths Compromise.."



## SHOW

Wednesday

Sample: "The delegates debated counting population before they reached the Three Fifths Compromise." Joining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "The delegates debated counting population before they reached the Three Fifths Compromise." The joined sentence flows more clearly.



## DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

### 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 delegates debated counting population." and "They reached the Three Fifths Compromise." are short and about the same idea, so they can be joined. Emergent, "before" shows how the ideas connect in "The delegates debated counting population before they reached the Three Fifths Compromise.." Visible, Sample: "The delegates debated counting population before they reached the Three Fifths Compromise." Joining the sentences shows how the ideas connect. Independent, Sample: "The delegates debated counting population before they reached the Three Fifths Compromise." The joined sentence flows more clearly. Reflective, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

**ANSWER KEY:** "The delegates debated counting population." and "They reached the Three Fifths Compromise." are short and about the same idea, so they can be joined. · "before" shows how the ideas connect in "The delegates debated counting population before they reached the Three Fifths Compromise.." · Sample: "The delegates debated counting population before they reached the Three Fifths Compromise." Joining the sentences shows how the ideas connect. · Sample: "The delegates debated counting population before they reached the Three Fifths Compromise." The joined sentence flows more clearly. · A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) · Improve Sentence Structure · Sheet 24 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

#### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The delegates debated counting population. (2) They reached the Three Fifths Compromise.

What is the **BEST** way to combine sentences 1 and 2?

- A** The delegates debated counting population, they reached the Three Fifths Compromise.
- B** The delegates debated counting population before they reached the Three Fifths Compromise.
- C** Because the delegates disagreed about representation
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The delegates debated counting population. (2) They reached the Three Fifths Compromise. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(i) · Improve Sentence Structure · Sheet 24 of 36 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The delegates debated counting population before they reached the Three Fifths Compromise.

#### WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

#### 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 B, The delegates debated counting population before they reached the Three Fifths Compromise. Choice B joins the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The delegates debated counting population before they reached the Three Fifths Compromise.

(11)(C)(i) • Improve Sentence Structure · Sheet 24 of 36 · Cluster 5

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “A Voice in the Community”

This deck teaches **Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 25 of 36 • Cluster 6



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was good."

I CAN I recognize a word that could be improved with a stronger choice.

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Grade 5 • Cluster 6 • Module 1 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •  
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which word could be stronger?  
Read the sentence. Find a weak or general word that could be  
replaced with a more exact one."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

**"Read this with me: 'The change was good.'"**

▶ *Have students point to or name the sentence that needs revising. We are only  
noticing today, not revising anything yet.*

**ANSWER KEY:** "good" is a mild, general word that could be replaced with a stronger  
one like valuable.

(11)(C)(ii) • Improve Word Choice • 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, "good" is a mild, general  
word that could be replaced with a stronger one like valuable.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different  
instead of the one the standard is about, keep them anchored to  
"improve word choice" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing  
when improve word choice is strong, it is one of the things  
writers always check when they revise.

#### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( valuable / good )."

**I CAN** I can choose a stronger, more exact word, with support.

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Grade 5 • Cluster 6 • Module 1 • Tuesday

### TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: 'The change was ( valuable / good ).'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "valuable" is a stronger, more exact word than "good."

(11)(C)(ii) • Improve Word Choice • 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, "valuable" is a stronger, more exact word than "good."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

**Before: "Volunteering is a good way to help a community."**

**I CAN** I can show how a stronger word improves a sentence.

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Grade 5 • Cluster 6 • Module 1 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •  
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'Volunteering is a good way to help a community.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Volunteering is a valuable way to help a community." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 25 of 36 • Cluster 6

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Volunteering is a valuable way to help a community." A stronger word shows exactly what the writer means.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

**"The good taxes upset the people."**

**I CAN** I can improve word choice myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The good taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • Sheet 25 of 36 • Cluster 6

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: The revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

**Explain why your stronger word is clearer. Then improve a word in your own writing.**

**I CAN** I can evaluate word choice and transfer it to my own writing.



### TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A stronger word like "valuable" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • 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, A stronger word like "valuable" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.



Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "Volunteering is a good way to help a community." → After:<br>"Volunteering is a valuable way to help a community."<br><i>A weak word (good) becomes an exact word (valuable) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                                                                        |

→ Now open your Standards Sweep Revising Tracking Sheet, 25 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, → After:  
"Volunteering is a valuable way to help a community." A weak word (good) becomes an exact word (valuable) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 25 of 36 · Cluster 6

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

“good” is a mild, general word that could be replaced with a stronger one like valuable.



## CHOOSE

Tuesday

“valuable” is a stronger, more exact word than “good.”



## SHOW

Wednesday

Sample: “Volunteering is a valuable way to help a community.” A stronger word shows exactly what the writer means.



## OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



## DEFEND

Friday

A stronger word like “valuable” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

### 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, “good” is a mild, general word that could be replaced with a stronger one like valuable. Emergent, “valuable” is a stronger, more exact word than “good.” Visible, Sample: “Volunteering is a valuable way to help a community.” A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like “valuable” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** “good” is a mild, general word that could be replaced with a stronger one like valuable. · “valuable” is a stronger, more exact word than “good.” · Sample: “Volunteering is a valuable way to help a community.” A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like “valuable” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · 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 weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Our class made a good choice when we spoke up at the town meeting.

What is the BEST way to improve the word choice in sentence 1?

- A Our class made a good choice when we spoke up at the town meeting.
- B Our class made a valuable choice when we spoke up at the town meeting.
- C Our class made a choice when we did something in the community.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: Our class made a good choice when we spoke up at the town meeting. Now, what is the BEST way to improve the word choice 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)(C)(ii) · Improve Word Choice · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** Our class made a valuable choice when we spoke up at the town meeting.

**WHY THIS IS CORRECT**

Choice B replaces the weak word “good” with a stronger, more exact word, so the reader understands exactly what the writer means.

**WHY THE OTHER CHOICES ARE REVISION TRAPS**

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

**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 B, Our class made a valuable choice when we spoke up at the town meeting. Choice B replaces the weak word “good” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, Our class made a valuable choice when we spoke up at the town meeting.

(11)(C)(ii) • Improve Word Choice · Sheet 25 of 36 · Cluster 6

**CHECK FOR UNDERSTANDING**

Confirm the choice and the reason together as a class.

**COMMON MISCONCEPTION**

Students may remember the answer but not the reason, always tie it back to the standard.

**POSSIBLE STUDENT QUESTION**

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to combine ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Combine two sentences.**  
Find two short sentences about the same idea,  
then combine them with a word like and.

**WHERE IT APPEARS:** “A Voice in the Community”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Combine Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts to combine ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: combine ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 26 of 36 • Cluster 6



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

**"Maya attended the town meeting. Maya shared her idea about the new park."**

**I CAN** I recognize two sentences that could be combined.



#### 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 revising eyes. Which sentences can be combined? Read the sentences. Find two short sentences about the same idea that could be combined."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'Maya attended the town meeting. Maya shared her idea about the new park.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "Maya attended the town meeting." and "Maya shared her idea about the new park." are short and about the same idea, so they can be combined.

(11)(C)(v) • Combine Ideas for Coherence • 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, "Maya attended the town meeting." and "Maya shared her idea about the new park." are short and about the same idea, so they can be combined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to combine ideas for coherence"*

## Choose the better combination.

With support, choose the smoother way to combine the ideas.

**"Maya attended the town meeting and shared her idea about the new park."**

**I CAN** I can choose a clear way to combine sentences, with support.

The Writing Academy®, LLC

Grade 5 • Cluster 6 • Module 2 • Tuesday

### TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the smoother way to combine the ideas."**

▶ Read the sentence with the two versions, then give quiet think time.

**"Read this with me: 'Maya attended the town meeting and shared her idea about the new park.'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "Maya attended the town meeting and shared her idea about the new park." combines the ideas smoothly.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 26 of 36 • Cluster 6

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Maya attended the town meeting and shared her idea about the new park." combines the ideas smoothly.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

**Before: "Maya attended the town meeting. Maya shared her idea about the new park."**

**I CAN** I can show how combining sentences improves coherence.

The Writing Academy®, LLC



Grade 5 • Cluster 6 • Module 2 • Wednesday

### TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Combine the two sentences into one. Show the before and the after."**

**"Read this with me: Before: 'Maya attended the town meeting. Maya shared her idea about the new park.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Maya attended the town meeting and shared her idea about the new park." Combining the sentences shows how the ideas connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 26 of 36 • Cluster 6

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Maya attended the town meeting and shared her idea about the new park." Combining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

#### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Revise on your own.

Combine these two sentences into one clear sentence yourself, no word bank.

**"Maya attended the town meeting. Maya shared her idea about the new park."**

**I CAN** I can combine sentences myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'Maya attended the town meeting. Maya shared her idea about the new park.' Combine these two sentences into one clear sentence yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: "Maya attended the town meeting and shared her idea about the new park." The combined sentence flows more clearly.

(11)(C)(v) • Combine Ideas for Coherence • 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: "Maya attended the town meeting and shared her idea about the new park." The combined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

**Explain why your combined sentence is clearer. Then combine two sentences in your own writing.**

**I CAN** I can evaluate combining and transfer it to my own writing.



### TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your combined sentence is clearer. Then combine two sentences in your own writing."**

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) • Combine Ideas for Coherence • 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, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to combine ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(v)<br>revise drafts to <b>combine ideas for coherence</b>                                                                                                                    | Before: "Maya attended the town meeting. Maya shared her idea about the new park." → After: "Maya attended the town meeting and shared her idea about the new park."<br><i>Two short sentences about the same idea become one clear sentence that flows.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                              |

→ Now open your Standards Sweep Revising Tracking Sheet, 26 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "Maya attended the town meeting and shared her idea about the new park." Two short sentences about the same idea become one clear sentence that flows.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 26 of 36 · Cluster 6

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



**NOTICE**  
Monday

"Maya attended the town meeting." and "Maya shared her idea about the new park." are short and about the same idea, so they can be combined.



**CHOOSE**  
Tuesday

"Maya attended the town meeting and shared her idea about the new park." combines the ideas smoothly.



**SHOW**  
Wednesday

Sample: "Maya attended the town meeting and shared her idea about the new park." Combining the sentences shows how the ideas connect.



**OWN**  
Thursday

Sample: "Maya attended the town meeting and shared her idea about the new park." The combined sentence flows more clearly.



**DEFEND**  
Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

## 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, "Maya attended the town meeting." and "Maya shared her idea about the new park." are short and about the same idea, so they can be combined. Emergent, "Maya attended the town meeting and shared her idea about the new park." combines the ideas smoothly. Visible, Sample: "Maya attended the town meeting and shared her idea about the new park." Combining the sentences shows how the ideas connect. Independent, Sample: "Maya attended the town meeting and shared her idea about the new park." The combined sentence flows more clearly. Reflective, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

**ANSWER KEY:** "Maya attended the town meeting." and "Maya shared her idea about the new park." are short and about the same idea, so they can be combined. · "Maya attended the town meeting and shared her idea about the new park." combines the ideas smoothly. · Sample: "Maya attended the town meeting and shared her idea about the new park." Combining the sentences shows how the ideas connect. · Sample: "Maya attended the town meeting and shared her idea about the new park." The combined sentence flows more clearly. · A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 26 of 36 · Cluster 6

### CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

### POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.



Read this part of a student's draft.

(1) Maya attended the town meeting. (2) Maya shared her idea about the new park.

What is the **BEST** way to combine sentences 1 and 2?

- A** Maya attended the town meeting, Maya shared her idea about the new park.
- B** Maya attended the town meeting and shared her idea about the new park.
- C** Because Maya volunteered at the food drive
- 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 choose the strongest revision, you’re the one in control. Read the sentence: Maya attended the town meeting. (2) Maya shared her idea about the new park. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(v) · Combine Ideas for Coherence · Sheet 26 of 36 · Cluster 6

**CHECK FOR UNDERSTANDING**

Have students commit to an answer before the reveal.

**COMMON MISCONCEPTION**

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

**POSSIBLE STUDENT QUESTION**

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** Maya attended the town meeting and shared her idea about the new park.

#### WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

#### 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 B, Maya attended the town meeting and shared her idea about the new park. Choice B combines the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, Maya attended the town meeting and shared her idea about the new park.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 26 of 36 · Cluster 6

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to add ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.  
Adding a connecting word helps my reader follow how one idea leads to another.

## KEY IDEA

**REVISING TOOL: Add a connecting word.**  
Find two ideas that need a link, then add a transition like *As a result*, to show how they connect.

**WHERE IT APPEARS:** “A Voice in the Community”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Add Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts to add ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: add ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 27 of 36 • Cluster 6



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

**"Lena helped clean the park. Neighbors had a safer place to play."**

**I CAN** I recognize where a transition would help ideas connect.

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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 revising eyes. Where do the ideas need a link? Read the sentences. Find the place where a transition would help the ideas connect."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'Lena helped clean the park. Neighbors had a safer place to play.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** The ideas in "Lena helped clean the park. Neighbors had a safer place to play." need a link to show how they connect.

(11)(C)(iii) • Add Ideas for Coherence • 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 ideas in "Lena helped clean the park. Neighbors had a safer place to play." need a link to show how they connect.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to add ideas for coherence"*

## Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

**"( As a result, ) Lena helped clean the park. As a result, neighbors had a safer place to play."**

**I CAN** I can choose a transition that fits the meaning, with support.

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Grade 5 • Cluster 6 • Module 3 • Tuesday

### TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the transition that best shows how the ideas connect."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: '( As a result, ) Lena helped clean the park. As a result, neighbors had a safer place to play.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "As a result," shows how the ideas connect.

(11)(C)(iii) • Add Ideas for Coherence • 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, "As a result," shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

## SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

**Before: "Lena helped clean the park. Neighbors had a safer place to play."**

**I CAN** I can show how a transition improves coherence.



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 make a revision, they can explain why it makes the writing better. Add a transition so the ideas connect. Show the before and the after."**

**"Read this with me: Before: 'Lena helped clean the park. Neighbors had a safer place to play.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Lena helped clean the park. As a result, neighbors had a safer place to play." The transition makes the connection clear.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 27 of 36 • Cluster 6

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Lena helped clean the park. As a result, neighbors had a safer place to play." The transition makes the connection clear.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

#### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

**"Lena helped clean the park. Neighbors had a safer place to play."**

**I CAN** I can add a transition myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'Lena helped clean the park. Neighbors had a safer place to play.' Add a transition to connect these ideas yourself, no word bank."**

▶ *No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.*

**ANSWER KEY:** Sample: "Lena helped clean the park. As a result, neighbors had a safer place to play." The added transition helps the ideas flow.

(11)(C)(iii) • Add Ideas for Coherence • 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: "Lena helped clean the park. As a result, neighbors had a safer place to play." The added transition helps the ideas flow.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

**Explain why your transition makes the ideas clearer. Then add a transition in your own writing.**

**I CAN** I can evaluate transitions and transfer it to my own writing.



### TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your transition makes the ideas clearer. Then add a transition in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 27 of 36 • Cluster 6

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to add ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(iii)<br>revise drafts to <b>add ideas for coherence</b>                                                                                          | Before: "Lena helped clean the park. Neighbors had a safer place to play."<br>→ After: "Lena helped clean the park. As a result, neighbors had a safer place to play."<br>A transition ( <i>As a result,</i> ) is added so the reader can see how the ideas connect. |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                      |

→ Now open your Standards Sweep Revising Tracking Sheet, 27 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "Lena helped clean the park. As a result, neighbors had a safer place to play." A transition (*As a result,*) is added so the reader can see how the ideas connect.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 27 of 36 · Cluster 6

**CHECK FOR UNDERSTANDING**

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

**COMMON MISCONCEPTION**

Students may copy the sample sentence instead of writing their own example.

**POSSIBLE STUDENT QUESTION**

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

**RPLD EVIDENCE & ADVICE**

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

**RAISE THE THINKING → (move one level to the right)**

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

The ideas in “Lena helped clean the park. Neighbors had a safer place to play.” need a link to show how they connect.



## CHOOSE

Tuesday

“As a result,” shows how the ideas connect.



## SHOW

Wednesday

Sample: “Lena helped clean the park. As a result, neighbors had a safer place to play.” The transition makes the connection clear.



## OWN

Thursday

Sample: “Lena helped clean the park. As a result, neighbors had a safer place to play.” The added transition helps the ideas flow.



## DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

### 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 ideas in “Lena helped clean the park. Neighbors had a safer place to play.” need a link to show how they connect. Emergent, “As a result,” shows how the ideas connect. Visible, Sample: “Lena helped clean the park. As a result, neighbors had a safer place to play.” The transition makes the connection clear. Independent, Sample: “Lena helped clean the park. As a result, neighbors had a safer place to play.” The added transition helps the ideas flow. Reflective, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**ANSWER KEY:** The ideas in “Lena helped clean the park. Neighbors had a safer place to play.” need a link to show how they connect. · “As a result,” shows how the ideas connect. · Sample: “Lena helped clean the park. As a result, neighbors had a safer place to play.” The transition makes the connection clear. · Sample: “Lena helped clean the park. As a result, neighbors had a safer place to play.” The added transition helps the ideas flow. · A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 27 of 36 · Cluster 6

#### CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Kai spoke at the community meeting. The council heard a student's idea.

What is the **BEST** way to connect the ideas in sentence 1?

- A** Kai spoke at the community meeting. The council heard a student's idea.
- B** Kai spoke at the community meeting, so the council heard a student's idea.
- C** Kai spoke at the community meeting. The council heard a student's idea. Kai spoke at the community meeting. The council heard a student's 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 choose the strongest revision, you’re the one in control. Read the sentence: Kai spoke at the community meeting. The council heard a student's idea. Now, what is the BEST way to connect the ideas 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)(C)(iii) · Add Ideas for Coherence · Sheet 27 of 36 · Cluster 6

**CHECK FOR UNDERSTANDING**

Have students commit to an answer before the reveal.

**COMMON MISCONCEPTION**

Students may be pulled to 'No change is needed' or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

**POSSIBLE STUDENT QUESTION**

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** Kai spoke at the community meeting, so the council heard a student's idea.

**WHY THIS IS CORRECT**

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

**WHY THE OTHER CHOICES ARE REVISION TRAPS**

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

**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 B, Kai spoke at the community meeting, so the council heard a student's idea. Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, Kai spoke at the community meeting, so the council heard a student's idea.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 27 of 36 · Cluster 6

**CHECK FOR UNDERSTANDING**

Confirm the choice and the reason together as a class.

**COMMON MISCONCEPTION**

Students may remember the answer but not the reason, always tie it back to the standard.

**POSSIBLE STUDENT QUESTION**

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve sentence structure”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.  
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Join choppy sentences.**  
Find two short sentences about the same idea,  
then join them with a word like and.

**WHERE IT APPEARS:** “A Voice in the Community”

This deck teaches **Improve Sentence Structure** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Improve Sentence Structure

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is improve sentence structure, the standard says: ‘revise drafts to improve sentence structure.’”**

▶ *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 revision.”**

**NOTE:** This week: improve sentence structure, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure • Sheet 28 of 36 • Cluster 6



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

**"Nora voted in the class election. She encouraged her friends to vote."**

**I CAN** I recognize short, choppy sentences that could be joined.

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Grade 5 • Cluster 6 • Module 4 • Monday

#### TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which sentences are short and choppy? Read the sentences. Find two short sentences about the same idea that could be joined."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'Nora voted in the class election. She encouraged her friends to vote.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "Nora voted in the class election." and "She encouraged her friends to vote." are short and about the same idea, so they can be joined.

(11)(C)(i) • Improve Sentence Structure • 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, "Nora voted in the class election." and "She encouraged her friends to vote." are short and about the same idea, so they can be joined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve sentence structure"*

## Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

**"Nora voted in the class election, and she encouraged her friends to vote."**

**I CAN** I can choose a joining word that fits the meaning, with support.

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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 the stronger revision, with support. With support, choose the joining word that best shows how the ideas connect."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: 'Nora voted in the class election, and she encouraged her friends to vote.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "and" shows how the ideas connect in "Nora voted in the class election, and she encouraged her friends to vote.."

(11)(C)(i) • Improve Sentence Structure • 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, "and" shows how the ideas connect in "Nora voted in the class election, and she encouraged her friends to vote.."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Show your revision (Before, After).

Rewrite the two sentences as one clear sentence. Show the before and the after.

**Before: "Nora voted in the class election. She encouraged her friends to vote."**

**I CAN** I can show how joining sentences improves the structure.

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Grade 5 • Cluster 6 • Module 4 • Wednesday

### TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one clear sentence. Show the before and the after."**

**"Read this with me: Before: 'Nora voted in the class election. She encouraged her friends to vote.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "Nora voted in the class election, and she encouraged her friends to vote." Joining the sentences shows how the ideas connect.

(11)(C)(i) • Improve Sentence Structure • Sheet 28 of 36 • Cluster 6

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "Nora voted in the class election, and she encouraged her friends to vote." Joining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

#### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

**"Nora voted in the class election. She encouraged her friends to vote."**

**I CAN** I can improve sentence structure myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'Nora voted in the class election. She encouraged her friends to vote.' Join these choppy sentences into one clear sentence yourself, no word bank."**

▶ *No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.*

**ANSWER KEY:** Sample: "Nora voted in the class election, and she encouraged her friends to vote." The joined sentence flows more clearly.

(11)(C)(i) • Improve Sentence Structure • 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: "Nora voted in the class election, and she encouraged her friends to vote." The joined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

**Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.**

**I CAN** I can evaluate sentence structure and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) • Improve Sentence Structure • Sheet 28 of 36 • Cluster 6

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.



Complete the **revise drafts to improve sentence structure** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(i)<br>revise drafts to <b>improve sentence structure</b>                                                                                                         | Before: "Nora voted in the class election. She encouraged her friends to vote." → After: "Nora voted in the class election, and she encouraged her friends to vote."<br><i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                        |

→ Now open your Standards Sweep Revising Tracking Sheet, 28 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "Nora voted in the class election, and she encouraged her friends to vote." Two short, choppy sentences become one clear sentence that shows how the ideas connect.

(11)(C)(i) · Improve Sentence Structure · Sheet 28 of 36 · Cluster 6

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

"Nora voted in the class election." and "She encouraged her friends to vote." are short and about the same idea, so they can be joined.



## CHOOSE

Tuesday

"and" shows how the ideas connect in "Nora voted in the class election, and she encouraged her friends to vote.."



## SHOW

Wednesday

Sample: "Nora voted in the class election, and she encouraged her friends to vote." Joining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "Nora voted in the class election, and she encouraged her friends to vote." The joined sentence flows more clearly.



## DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

### 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, "Nora voted in the class election." and "She encouraged her friends to vote." are short and about the same idea, so they can be joined. Emergent, "and" shows how the ideas connect in "Nora voted in the class election, and she encouraged her friends to vote.." Visible, Sample: "Nora voted in the class election, and she encouraged her friends to vote." Joining the sentences shows how the ideas connect. Independent, Sample: "Nora voted in the class election, and she encouraged her friends to vote." The joined sentence flows more clearly. Reflective, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

**ANSWER KEY:** "Nora voted in the class election." and "She encouraged her friends to vote." are short and about the same idea, so they can be joined. • "and" shows how the ideas connect in "Nora voted in the class election, and she encouraged her friends to vote.." • Sample: "Nora voted in the class election, and she encouraged her friends to vote." Joining the sentences shows how the ideas connect. • Sample: "Nora voted in the class election, and she encouraged her friends to vote." The joined sentence flows more clearly. • A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) • Improve Sentence Structure • Sheet 28 of 36 • Cluster 6

#### CHECK FOR UNDERSTANDING

Have students compare their responses to each level's answer and mark where they were accurate.

#### COMMON MISCONCEPTION

Students may accept a weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) Nora voted in the class election. (2) She encouraged her friends to vote.

What is the **BEST** way to combine sentences 1 and 2?

- A** Nora voted in the class election, she encouraged her friends to vote.
- B** Nora voted in the class election, and she encouraged her friends to vote.
- C** After volunteering at the food drive
- 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 choose the strongest revision, you’re the one in control. Read the sentence: Nora voted in the class election. (2) She encouraged her friends to vote. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(i) · Improve Sentence Structure · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

#### POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** Nora voted in the class election, and she encouraged her friends to vote.

#### WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

#### 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 B, Nora voted in the class election, and she encouraged her friends to vote. Choice B joins the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, Nora voted in the class election, and she encouraged her friends to vote.

(11)(C)(i) · Improve Sentence Structure · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “One Voice Can Start a Wave”

This deck teaches **Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 29 of 36 • Cluster 7



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was thing."

I CAN I recognize a word that could be improved with a stronger choice.

The Writing Academy®, LLC



Grade 5 • Cluster 7 • Module 1 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •  
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which word could be stronger?  
Read the sentence. Find a weak or general word that could be  
replaced with a more exact one."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'The change was thing.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "thing" is a mild, general word that could be replaced with a stronger one like statement.

(11)(C)(ii) • Improve Word Choice • 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, "thing" is a mild, general word that could be replaced with a stronger one like statement.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve word choice" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve word choice is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( statement / thing )."

**I CAN** I can choose a stronger, more exact word, with support.

The Writing Academy®, LLC

Grade 5 • Cluster 7 • Module 1 • Tuesday

### TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the word that best fits the meaning."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: 'The change was ( statement / thing ).'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "statement" is a stronger, more exact word than "thing."

(11)(C)(ii) • Improve Word Choice • 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, "statement" is a stronger, more exact word than "thing."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

**Before:** "The colonists made a thing that helped people unite against unfair taxes."

**I CAN** I can show how a stronger word improves a sentence.

The Writing Academy®, LLC



Grade 5 • Cluster 7 • Module 1 • Wednesday

### TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'The colonists made a thing that helped people unite against unfair taxes.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The colonists made a statement that helped people unite against unfair taxes." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 29 of 36 • Cluster 7

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The colonists made a statement that helped people unite against unfair taxes." A stronger word shows exactly what the writer means.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

#### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

**"The thing taxes upset the people."**

**I CAN** I can improve word choice myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The thing taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • Sheet 29 of 36 • Cluster 7

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: The revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

Explain why your stronger word is clearer. Then improve a word in your own writing.

**I CAN** I can evaluate word choice and transfer it to my own writing.



### TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

► Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.

**ANSWER KEY:** A stronger word like "statement" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • 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, A stronger word like "statement" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "The colonists made a thing that helped people unite against unfair taxes." → After: "The colonists made a statement that helped people unite against unfair taxes."<br><i>A weak word (thing) becomes an exact word (statement) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                           |

→ Now open your Standards Sweep Revising Tracking Sheet, 29 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The colonists made a statement that helped people unite against unfair taxes." A weak word (thing) becomes an exact word (statement) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 29 of 36 · Cluster 7

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



**NOTICE**  
Monday

“thing” is a mild, general word that could be replaced with a stronger one like statement.



**CHOOSE**  
Tuesday

“statement” is a stronger, more exact word than “thing.”



**SHOW**  
Wednesday

Sample: “The colonists made a statement that helped people unite against unfair taxes.” A stronger word shows exactly what the writer means.



**OWN**  
Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



**DEFEND**  
Friday

A stronger word like “statement” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

## 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, “thing” is a mild, general word that could be replaced with a stronger one like statement. Emergent, “statement” is a stronger, more exact word than “thing.” Visible, Sample: “The colonists made a statement that helped people unite against unfair taxes.” A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like “statement” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** “thing” is a mild, general word that could be replaced with a stronger one like statement. · “statement” is a stronger, more exact word than “thing.” · Sample: “The colonists made a statement that helped people unite against unfair taxes.” A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like “statement” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · 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 weaker revision as ‘close enough’; require them to revise it to match.

### POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.



Read this part of a student's draft.

(1) The colonists made a thing that helped people unite against unfair taxes.

What is the BEST way to improve the word choice in sentence 1?

- A The colonists made a thing that helped people unite against unfair taxes.
- B The colonists made a statement that helped people unite against unfair taxes.
- C The colonists did something that helped people unite.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The colonists made a thing that helped people unite against unfair taxes. Now, what is the BEST way to improve the word choice 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)(C)(ii) · Improve Word Choice · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The colonists made a statement that helped people unite against unfair taxes.

#### WHY THIS IS CORRECT

Choice B replaces the weak word “thing” with a stronger, more exact word, so the reader understands exactly what the writer means.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

#### 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 B, The colonists made a statement that helped people unite against unfair taxes. Choice B replaces the weak word “thing” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The colonists made a statement that helped people unite against unfair taxes.

(11)(C)(ii) · Improve Word Choice · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to combine ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Combine two sentences.**  
Find two short sentences about the same idea, then combine them with a word like and.

**WHERE IT APPEARS:** “One Voice Can Start a Wave”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Combine Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts to combine ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: combine ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 30 of 36 • Cluster 7



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

**"One colonist asked a question. Other colonists heard the question."**

**I CAN** I recognize two sentences that could be combined.



**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 revising eyes. Which sentences can be combined? Read the sentences. Find two short sentences about the same idea that could be combined."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'One colonist asked a question. Other colonists heard the question.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "One colonist asked a question." and "Other colonists heard the question." are short and about the same idea, so they can be combined.

(11)(C)(v) • Combine Ideas for Coherence • 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, "One colonist asked a question." and "Other colonists heard the question." are short and about the same idea, so they can be combined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to combine ideas for coherence"*

## Choose the better combination.

With support, choose the smoother way to combine the ideas.

**"One colonist asked a question, and other colonists heard it."**

**I CAN** I can choose a clear way to combine sentences, with support.

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Grade 5 • Cluster 7 • Module 2 • Tuesday

### TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the smoother way to combine the ideas."**

▶ Read the sentence with the two versions, then give quiet think time.

**"Read this with me: 'One colonist asked a question, and other colonists heard it.'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "One colonist asked a question, and other colonists heard it." combines the ideas smoothly.

(11)(C)(v) • Combine Ideas for Coherence • 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, "One colonist asked a question, and other colonists heard it." combines the ideas smoothly.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

**Before: "One colonist asked a question. Other colonists heard the question."**

**I CAN** I can show how combining sentences improves coherence.

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Grade 5 • Cluster 7 • Module 2 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •  
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Combine the two sentences into one. Show the before and the after."**

**"Read this with me: Before: 'One colonist asked a question. Other colonists heard the question.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "One colonist asked a question, and other colonists heard it." Combining the sentences shows how the ideas connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 30 of 36 • Cluster 7

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "One colonist asked a question, and other colonists heard it." Combining the sentences shows how the ideas connect.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Revise on your own.

Combine these two sentences into one clear sentence yourself, no word bank.

**"One colonist asked a question. Other colonists heard the question."**

**I CAN** I can combine sentences myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'One colonist asked a question. Other colonists heard the question.' Combine these two sentences into one clear sentence yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: "One colonist asked a question, and other colonists heard it." The combined sentence flows more clearly.

(11)(C)(v) • Combine Ideas for Coherence • 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 colonist asked a question, and other colonists heard it." The combined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

**Explain why your combined sentence is clearer. Then combine two sentences in your own writing.**

**I CAN** I can evaluate combining and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •  
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your combined sentence is clearer. Then combine two sentences in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) • Combine Ideas for Coherence • 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, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to combine ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(v)<br>revise drafts to <b>combine ideas for coherence</b>                                                                                                                    | Before: "One colonist asked a question. Other colonists heard the question."<br>→ After: "One colonist asked a question, and other colonists heard it."<br><i>Two short sentences about the same idea become one clear sentence that flows.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                 |

→ Now open your Standards Sweep Revising Tracking Sheet, 30 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "One colonist asked a question, and other colonists heard it." Two short sentences about the same idea become one clear sentence that flows.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 30 of 36 · Cluster 7

**CHECK FOR UNDERSTANDING**

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

**COMMON MISCONCEPTION**

Students may copy the sample sentence instead of writing their own example.

**POSSIBLE STUDENT QUESTION**

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

**RPLD EVIDENCE & ADVICE**

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

**RAISE THE THINKING → (move one level to the right)**

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

"One colonist asked a question." and "Other colonists heard the question." are short and about the same idea, so they can be combined.



## CHOOSE

Tuesday

"One colonist asked a question, and other colonists heard it." combines the ideas smoothly.



## SHOW

Wednesday

Sample: "One colonist asked a question, and other colonists heard it." Combining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "One colonist asked a question, and other colonists heard it." The combined sentence flows more clearly.



## DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

### 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 colonist asked a question." and "Other colonists heard the question." are short and about the same idea, so they can be combined. Emergent, "One colonist asked a question, and other colonists heard it." combines the ideas smoothly. Visible, Sample: "One colonist asked a question, and other colonists heard it." Combining the sentences shows how the ideas connect. Independent, Sample: "One colonist asked a question, and other colonists heard it." The combined sentence flows more clearly. Reflective, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

**ANSWER KEY:** "One colonist asked a question." and "Other colonists heard the question." are short and about the same idea, so they can be combined. · "One colonist asked a question, and other colonists heard it." combines the ideas smoothly. · Sample: "One colonist asked a question, and other colonists heard it." Combining the sentences shows how the ideas connect. · Sample: "One colonist asked a question, and other colonists heard it." The combined sentence flows more clearly. · A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) · Combine Ideas for Coherence · 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 weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) One colonist asked a question. (2) Other colonists heard the question.

What is the **BEST** way to combine sentences 1 and 2?

- A** One colonist asked a question, other colonists heard the question.
- B** One colonist asked a question, and other colonists heard it.
- C** Because one colonist asked a question
- 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 choose the strongest revision, you’re the one in control. Read the sentence: One colonist asked a question. (2) Other colonists heard the question. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(v) · Combine Ideas for Coherence · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** One colonist asked a question, and other colonists heard it.

#### WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

#### 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 B, One colonist asked a question, and other colonists heard it. Choice B combines the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, One colonist asked a question, and other colonists heard it.

(11)(C)(v) · Combine Ideas for Coherence · 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 strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to add ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.  
Adding a connecting word helps my reader follow how one idea leads to another.

## KEY IDEA

**REVISING TOOL: Add a connecting word.**  
Find two ideas that need a link, then add a transition like so to show how they connect.

**WHERE IT APPEARS:** “One Voice Can Start a Wave”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Add Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts to add ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: add ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

**"The colonists questioned unfair taxes. They shared their concerns with more people."**

**I CAN** I recognize where a transition would help ideas connect.

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Grade 5 • Cluster 7 • Module 3 • Monday

**TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)**

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Where do the ideas need a link? Read the sentences. Find the place where a transition would help the ideas connect."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'The colonists questioned unfair taxes. They shared their concerns with more people.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** The ideas in "The colonists questioned unfair taxes. They shared their concerns with more people." need a link to show how they connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The ideas in "The colonists questioned unfair taxes. They shared their concerns with more people." need a link to show how they connect.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to add ideas for coherence"*

## Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

**"( so ) The colonists questioned unfair taxes, so they shared their concerns with more people."**

**I CAN** I can choose a transition that fits the meaning, with support.

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Grade 5 • Cluster 7 • Module 3 • Tuesday

### TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the transition that best shows how the ideas connect."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: '( so ) The colonists questioned unfair taxes, so they shared their concerns with more people.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "so" shows how the ideas connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "so" shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

**Before:** "The colonists questioned unfair taxes. They shared their concerns with more people."

**I CAN** I can show how a transition improves coherence.



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 make a revision, they can explain why it makes the writing better. Add a transition so the ideas connect. Show the before and the after."**

**"Read this with me: Before: 'The colonists questioned unfair taxes. They shared their concerns with more people.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The colonists questioned unfair taxes, so they shared their concerns with more people." The transition makes the connection clear.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The colonists questioned unfair taxes, so they shared their concerns with more people." The transition makes the connection clear.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

**"The colonists questioned unfair taxes. They shared their concerns with more people."**

**I CAN** I can add a transition myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The colonists questioned unfair taxes. They shared their concerns with more people.' Add a transition to connect these ideas yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: "The colonists questioned unfair taxes, so they shared their concerns with more people." The added transition helps the ideas flow.

(11)(C)(iii) • Add Ideas for Coherence • 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: "The colonists questioned unfair taxes, so they shared their concerns with more people." The added transition helps the ideas flow.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

**Explain why your transition makes the ideas clearer. Then add a transition in your own writing.**

**I CAN** I can evaluate transitions and transfer it to my own writing.



### TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your transition makes the ideas clearer. Then add a transition in your own writing."**

► *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 31 of 36 • Cluster 7

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.



Complete the **revise drafts to add ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(iii)<br>revise drafts to <b>add ideas for coherence</b>                                                                                          | Before: "The colonists questioned unfair taxes. They shared their concerns with more people." → After: "The colonists questioned unfair taxes, so they shared their concerns with more people."<br><i>A transition (so) is added so the reader can see how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                   |

→ Now open your Standards Sweep Revising Tracking Sheet, 31 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, → After: "The colonists questioned unfair taxes, so they shared their concerns with more people." A transition (so) is added so the reader can see how the ideas connect.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 31 of 36 · Cluster 7

**CHECK FOR UNDERSTANDING**

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

**COMMON MISCONCEPTION**

Students may copy the sample sentence instead of writing their own example.

**POSSIBLE STUDENT QUESTION**

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

**RPLD EVIDENCE & ADVICE**

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

**RAISE THE THINKING → (move one level to the right)**

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

The ideas in “The colonists questioned unfair taxes. They shared their concerns with more people.” need a link to show how they connect.



## CHOOSE

Tuesday

“so” shows how the ideas connect.



## SHOW

Wednesday

Sample: “The colonists questioned unfair taxes, so they shared their concerns with more people.” The transition makes the connection clear.



## OWN

Thursday

Sample: “The colonists questioned unfair taxes, so they shared their concerns with more people.” The added transition helps the ideas flow.



## DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

### 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 ideas in “The colonists questioned unfair taxes. They shared their concerns with more people.” need a link to show how they connect. Emergent, “so” shows how the ideas connect. Visible, Sample: “The colonists questioned unfair taxes, so they shared their concerns with more people.” The transition makes the connection clear. Independent, Sample: “The colonists questioned unfair taxes, so they shared their concerns with more people.” The added transition helps the ideas flow. Reflective, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**ANSWER KEY:** The ideas in “The colonists questioned unfair taxes. They shared their concerns with more people.” need a link to show how they connect. · “so” shows how the ideas connect. · Sample: “The colonists questioned unfair taxes, so they shared their concerns with more people.” The transition makes the connection clear. · Sample: “The colonists questioned unfair taxes, so they shared their concerns with more people.” The added transition helps the ideas flow. · A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 31 of 36 · Cluster 7

#### CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) One voice questioned unfair taxes. More colonists joined the call for change.

What is the **BEST** way to connect the ideas in sentence 1?

- A** One voice questioned unfair taxes. More colonists joined the call for change.
- B** One voice questioned unfair taxes, and more colonists joined the call for change.
- C** One voice questioned unfair taxes. More colonists joined the call for change. One voice questioned unfair taxes. More colonists joined the call for change.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: One voice questioned unfair taxes. More colonists joined the call for change. Now, what is the BEST way to connect the ideas 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)(C)(iii) · Add Ideas for Coherence · Sheet 31 of 36 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** One voice questioned unfair taxes, and more colonists joined the call for change.

**WHY THIS IS CORRECT**

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

**WHY THE OTHER CHOICES ARE REVISION TRAPS**

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

**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 B, One voice questioned unfair taxes, and more colonists joined the call for change. Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, One voice questioned unfair taxes, and more colonists joined the call for change.

(11)(C)(iii) · Add Ideas for Coherence · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve sentence structure”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.  
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Join choppy sentences.**  
Find two short sentences about the same idea,  
then join them with a word like and.

**WHERE IT APPEARS:** “One Voice Can Start a Wave”

This deck teaches **Improve Sentence Structure** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Improve Sentence Structure

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is improve sentence structure, the standard says: ‘revise drafts to improve sentence structure.’”**

▶ *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 revision.”**

**NOTE:** This week: improve sentence structure, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure • Sheet 32 of 36 • Cluster 7



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

**"The colonists spoke. The colonists united."**

**I CAN** I recognize short, choppy sentences that could be joined.

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Grade 5 • Cluster 7 • Module 4 • Monday

**TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday • Foundational (Beginning)**

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which sentences are short and choppy? Read the sentences. Find two short sentences about the same idea that could be joined."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

**"Read this with me: 'The colonists spoke. The colonists united.'"**

▶ *Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.*

**ANSWER KEY:** "The colonists spoke." and "The colonists united." are short and about the same idea, so they can be joined.

(11)(C)(i) • Improve Sentence Structure • Sheet 32 of 36 • Cluster 7

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, "The colonists spoke." and "The colonists united." are short and about the same idea, so they can be joined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve sentence structure"*

## Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

**"The colonists spoke, and they united for change."**

**I CAN** I can choose a joining word that fits the meaning, with support.

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Grade 5 • Cluster 7 • Module 4 • Tuesday

### TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the joining word that best shows how the ideas connect."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: 'The colonists spoke, and they united for change.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "and" shows how the ideas connect in "The colonists spoke, and they united for change.."

(11)(C)(i) • Improve Sentence Structure • Sheet 32 of 36 • Cluster 7

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "and" shows how the ideas connect in "The colonists spoke, and they united for change.."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Show your revision (Before, After).

Rewrite the two sentences as one clear sentence. Show the before and the after.

**Before: "The colonists spoke. The colonists united."**

**I CAN** I can show how joining sentences improves the structure.

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Grade 5 • Cluster 7 • Module 4 • Wednesday

### TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one clear sentence. Show the before and the after."**

**"Read this with me: Before: 'The colonists spoke. The colonists united.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The colonists spoke, and they united for change." Joining the sentences shows how the ideas connect.

(11)(C)(i) • Improve Sentence Structure • Sheet 32 of 36 • Cluster 7

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The colonists spoke, and they united for change." Joining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

#### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

**"The colonists spoke. The colonists united."**

**I CAN** I can improve sentence structure myself.

The Writing Academy®, LLC



Grade 5 • Cluster 7 • 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 writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The colonists spoke. The colonists united.' Join these choppy sentences into one clear sentence yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: "The colonists spoke, and they united for change." The joined sentence flows more clearly.

(11)(C)(i) • Improve Sentence Structure • 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 colonists spoke, and they united for change." The joined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

**Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.**

**I CAN** I can evaluate sentence structure and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •  
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) • Improve Sentence Structure • 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, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve sentence structure** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(i)<br>revise drafts to <b>improve sentence structure</b>                                                                                                         | Before: "The colonists spoke. The colonists united." → After: "The colonists spoke, and they united for change."<br><i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                    |

→ Now open your Standards Sweep Revising Tracking Sheet, 32 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The colonists spoke, and they united for change." Two short, choppy sentences become one clear sentence that shows how the ideas connect.

(11)(C)(i) · Improve Sentence Structure · Sheet 32 of 36 · Cluster 7

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

"The colonists spoke." and "The colonists united." are short and about the same idea, so they can be joined.



## CHOOSE

Tuesday

"and" shows how the ideas connect in "The colonists spoke, and they united for change.."



## SHOW

Wednesday

Sample: "The colonists spoke, and they united for change." Joining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "The colonists spoke, and they united for change." The joined sentence flows more clearly.



## DEFEND

Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

### 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 colonists spoke." and "The colonists united." are short and about the same idea, so they can be joined. Emergent, "and" shows how the ideas connect in "The colonists spoke, and they united for change.." Visible, Sample: "The colonists spoke, and they united for change." Joining the sentences shows how the ideas connect. Independent, Sample: "The colonists spoke, and they united for change." The joined sentence flows more clearly. Reflective, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

**ANSWER KEY:** "The colonists spoke." and "The colonists united." are short and about the same idea, so they can be joined. · "and" shows how the ideas connect in "The colonists spoke, and they united for change.." · Sample: "The colonists spoke, and they united for change." Joining the sentences shows how the ideas connect. · Sample: "The colonists spoke, and they united for change." The joined sentence flows more clearly. · A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) · Improve Sentence Structure · 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 weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.



Read this part of a student's draft.

(1) The colonists spoke. (2) The colonists united.

What is the **BEST** way to combine sentences 1 and 2?

- A** The colonists spoke, the colonists united.
- B** The colonists spoke, and they united for change.
- C** United for change
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The colonists spoke. (2) The colonists united. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(i) · Improve Sentence Structure · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The colonists spoke, and they united for change.

**WHY THIS IS CORRECT**

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

**WHY THE OTHER CHOICES ARE REVISION TRAPS**

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

**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 B, The colonists spoke, and they united for change. Choice B joins the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The colonists spoke, and they united for change.

(11)(C)(i) • Improve Sentence Structure · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve word choice”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve word choice by replacing a weak or general word with a stronger, more exact one.

Precise words help my reader picture exactly what I mean.

## KEY IDEA

**REVISING TOOL: Swap in a stronger word.**

Find a weak or general word, then replace it with a more exact word that fits the meaning.

**WHERE IT APPEARS:** “From Protest to Participation”

This deck teaches **Improve Word Choice** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

## TEACHER SAYS &amp; DOES • SLIDE 1 OF 10 • Introduction • Improve Word Choice

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is improve word choice, the standard says: ‘revise drafts to improve word choice.’”**

▶ *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 revision.”**

**NOTE:** This week: improve word choice, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Word Choice slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(ii) • Improve Word Choice • Sheet 33 of 36 • Cluster 8



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Which word could be stronger?

Read the sentence. Find a weak or general word that could be replaced with a more exact one.

"The change was big."

I CAN I recognize a word that could be improved with a stronger choice.

The Writing Academy®, LLC



Grade 5 • Cluster 8 • Module 1 • Monday

TEACHER SAYS & DOES • SLIDE 2 OF 10 • Monday •  
Foundational (Beginning)

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Let's warm up our revising eyes. Which word could be stronger?  
Read the sentence. Find a weak or general word that could be  
replaced with a more exact one."**

▶ *Read the sentences aloud, then give quiet think time before taking answers.*

**"Read this with me: 'The change was big.'"**

▶ *Have students point to or name the sentence that needs revising. We are only  
noticing today, not revising anything yet.*

**ANSWER KEY:** "big" is a mild, general word that could be replaced with a stronger  
one like shared.

(11)(C)(ii) • Improve Word Choice • Sheet 33 of 36 • Cluster 8

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task.  
Expected: an answer that matches, "big" is a mild, general word  
that could be replaced with a stronger one like shared.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different  
instead of the one the standard is about, keep them anchored to  
"improve word choice" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing  
when improve word choice is strong, it is one of the things  
writers always check when they revise.

#### 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

*"revise drafts to improve word choice"*

## Choose the stronger word.

With support, choose the word that best fits the meaning.

"The change was ( shared / big )."

**I CAN** I can choose a stronger, more exact word, with support.

The Writing Academy®, LLC

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 the stronger revision, with support. With support, choose the word that best fits the meaning."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: 'The change was ( shared / big ).'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "shared" is a stronger, more exact word than "big."

(11)(C)(ii) • Improve Word Choice • 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, "shared" is a stronger, more exact word than "big."

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Show your revision (Before, After).

Rewrite the sentence, swapping in a stronger word. Show the before and the after.

**Before:** "The local problem became a big cause when people joined together."

**I CAN** I can show how a stronger word improves a sentence.

The Writing Academy®, LLC



Grade 5 • Cluster 8 • Module 1 • Wednesday

### TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the sentence, swapping in a stronger word. Show the before and the after."**

**"Read this with me: Before: 'The local problem became a big cause when people joined together.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "The local problem became a shared cause when people joined together." A stronger word shows exactly what the writer means.

(11)(C)(ii) • Improve Word Choice • Sheet 33 of 36 • Cluster 8

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "The local problem became a shared cause when people joined together." A stronger word shows exactly what the writer means.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

#### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

## Revise on your own.

Improve the word choice in this sentence yourself, no word bank.

"The big taxes upset the people."

I CAN I can improve word choice myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'The big taxes upset the people.' Improve the word choice in this sentence yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: The revised sentence uses an exact word that is clearer than the general one.

(11)(C)(ii) • Improve Word Choice • Sheet 33 of 36 • Cluster 8

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: The revised sentence uses an exact word that is clearer than the general one.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to improve word choice"*

### Evaluate and transfer.

Defend your revision, then improve a word in a piece of your own writing.

**Explain why your stronger word is clearer. Then improve a word in your own writing.**

**I CAN** I can evaluate word choice and transfer it to my own writing.



### TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

🕒 ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your stronger word is clearer. Then improve a word in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A stronger word like "shared" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) • Improve Word Choice • Sheet 33 of 36 • Cluster 8

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's defend task. Expected: an answer that matches, A stronger word like "shared" tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve word choice** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                              | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(ii)<br>revise drafts to <b>improve word choice</b>                                                                                                                                | Before: "The local problem became a big cause when people joined together." → After: "The local problem became a shared cause when people joined together."<br><i>A weak word (big) becomes an exact word (shared) that shows the reader what the writer means.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Choose one sentence from the passage. Find a weak or general word and replace it with a stronger, more exact word. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                     |

→ Now open your Standards Sweep Revising Tracking Sheet, 33 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "The local problem became a shared cause when people joined together." A weak word (big) becomes an exact word (shared) that shows the reader what the writer means.

(11)(C)(ii) · Improve Word Choice · Sheet 33 of 36 · Cluster 8

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

“big” is a mild, general word that could be replaced with a stronger one like shared.



## CHOOSE

Tuesday

“shared” is a stronger, more exact word than “big.”



## SHOW

Wednesday

Sample: “The local problem became a shared cause when people joined together.” A stronger word shows exactly what the writer means.



## OWN

Thursday

Sample: The revised sentence uses an exact word that is clearer than the general one.



## DEFEND

Friday

A stronger word like “shared” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

### 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, “big” is a mild, general word that could be replaced with a stronger one like shared. Emergent, “shared” is a stronger, more exact word than “big.” Visible, Sample: “The local problem became a shared cause when people joined together.” A stronger word shows exactly what the writer means. Independent, Sample: The revised sentence uses an exact word that is clearer than the general one. Reflective, A stronger word like “shared” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

**ANSWER KEY:** “big” is a mild, general word that could be replaced with a stronger one like shared. · “shared” is a stronger, more exact word than “big.” · Sample: “The local problem became a shared cause when people joined together.” A stronger word shows exactly what the writer means. · Sample: The revised sentence uses an exact word that is clearer than the general one. · A stronger word like “shared” tells the reader exactly how it felt, which makes the sentence clearer. Then students improve a word in their own writing.

(11)(C)(ii) · Improve Word Choice · Sheet 33 of 36 · Cluster 8

#### CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) The local problem became a big cause when people joined together.

What is the BEST way to improve the word choice in sentence 1?

- A The local problem became a big cause when people joined together.
- B The local problem became a shared cause when people joined together.
- C The local problem became a thing when people joined together.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: The local problem became a big cause when people joined together. Now, what is the BEST way to improve the word choice 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)(C)(ii) · Improve Word Choice · Sheet 33 of 36 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal.

COMMON MISCONCEPTION

Students may be pulled to ‘No change is needed’ or to a distractor that revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** The local problem became a shared cause when people joined together.

#### WHY THIS IS CORRECT

Choice B replaces the weak word “big” with a stronger, more exact word, so the reader understands exactly what the writer means.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.

#### 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 B, The local problem became a shared cause when people joined together. Choice B replaces the weak word “big” with a stronger, more exact word, so the reader understands exactly what the writer means.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A keeps the weak, general word. C replaces a clear word with a vaguer one. D is wrong because a general word can be improved with a more exact choice.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, The local problem became a shared cause when people joined together.

(11)(C)(ii) · Improve Word Choice · Sheet 33 of 36 · Cluster 8

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

#### POSSIBLE STUDENT QUESTION

“Will the test always ask about this exact rule?” Not always, that’s why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.



## EXACT TEKS WORDING (from TEA)

*“revise drafts to combine ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I combine two short sentences about the same idea into one clear sentence.

Combining ideas helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Combine two sentences.**  
Find two short sentences about the same idea, then combine them with a word like so.

**WHERE IT APPEARS:** “From Protest to Participation”

This deck teaches **Combine Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Combine Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is combine ideas for coherence, the standard says: ‘revise drafts to combine ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: combine ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Combine Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 34 of 36 • Cluster 8



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Which sentences can be combined?

Read the sentences. Find two short sentences about the same idea that could be combined.

**"People asked why the rule was unfair. They planned a protest."**

**I CAN** I recognize two sentences that could be combined.



### 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 revising eyes. Which sentences can be combined? Read the sentences. Find two short sentences about the same idea that could be combined."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'People asked why the rule was unfair. They planned a protest.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "People asked why the rule was unfair." and "They planned a protest." are short and about the same idea, so they can be combined.

(11)(C)(v) • Combine Ideas for Coherence • 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, "People asked why the rule was unfair." and "They planned a protest." are short and about the same idea, so they can be combined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "combine ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when combine ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to combine ideas for coherence"*

## Choose the better combination.

With support, choose the smoother way to combine the ideas.

**"People asked why the rule was unfair, so they planned a protest."**

**I CAN** I can choose a clear way to combine sentences, with support.

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Grade 5 • Cluster 8 • Module 2 • Tuesday

### TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the smoother way to combine the ideas."**

▶ Read the sentence with the two versions, then give quiet think time.

**"Read this with me: 'People asked why the rule was unfair, so they planned a protest.'"**

▶ Guide students toward the smoother version using the standard as the reason, then confirm together.

**ANSWER KEY:** "People asked why the rule was unfair, so they planned a protest." combines the ideas smoothly.

(11)(C)(v) • Combine Ideas for Coherence • 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, "People asked why the rule was unfair, so they planned a protest." combines the ideas smoothly.

#### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

#### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

#### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Show your revision (Before, After).

Combine the two sentences into one. Show the before and the after.

**Before:** "People asked why the rule was unfair. They planned a protest."

**I CAN** I can show how combining sentences improves coherence.

The Writing Academy®, LLC



Grade 5 • Cluster 8 • Module 2 • Wednesday

### TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday • Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Combine the two sentences into one. Show the before and the after."**

**"Read this with me: Before: 'People asked why the rule was unfair. They planned a protest.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "People asked why the rule was unfair, so they planned a protest." Combining the sentences shows how the ideas connect.

(11)(C)(v) • Combine Ideas for Coherence • Sheet 34 of 36 • Cluster 8

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "People asked why the rule was unfair, so they planned a protest." Combining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

#### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

## Revise on your own.

Combine these two sentences into one clear sentence yourself, no word bank.

**"People asked why the rule was unfair. They planned a protest."**

**I CAN** I can combine sentences myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'People asked why the rule was unfair. They planned a protest.' Combine these two sentences into one clear sentence yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: "People asked why the rule was unfair, so they planned a protest." The combined sentence flows more clearly.

(11)(C)(v) • Combine Ideas for Coherence • 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: "People asked why the rule was unfair, so they planned a protest." The combined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to combine ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then combine two sentences in a piece of your own writing.

**Explain why your combined sentence is clearer. Then combine two sentences in your own writing.**

**I CAN** I can evaluate combining and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday •  
Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your combined sentence is clearer. Then combine two sentences in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) • Combine Ideas for Coherence • 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, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.



Complete the **revise drafts to combine ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                                         | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(v)<br>revise drafts to <b>combine ideas for coherence</b>                                                                                                                    | Before: "People asked why the rule was unfair. They planned a protest." →<br>After: "People asked why the rule was unfair, so they planned a protest."<br><i>Two short sentences about the same idea become one clear sentence that flows.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage that are about the same idea. Combine them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                                                |

→ Now open your Standards Sweep Revising Tracking Sheet, 34 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

**ANSWER KEY:** Student's own example should match the standard, → After: "People asked why the rule was unfair, so they planned a protest." Two short sentences about the same idea become one clear sentence that flows.

(11)(C)(v) · Combine Ideas for Coherence · Sheet 34 of 36 · Cluster 8

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

"People asked why the rule was unfair." and "They planned a protest." are short and about the same idea, so they can be combined.



## CHOOSE

Tuesday

"People asked why the rule was unfair, so they planned a protest." combines the ideas smoothly.



## SHOW

Wednesday

Sample: "People asked why the rule was unfair, so they planned a protest." Combining the sentences shows how the ideas connect.



## OWN

Thursday

Sample: "People asked why the rule was unfair, so they planned a protest." The combined sentence flows more clearly.



## DEFEND

Friday

A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

### 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, "People asked why the rule was unfair." and "They planned a protest." are short and about the same idea, so they can be combined. Emergent, "People asked why the rule was unfair, so they planned a protest." combines the ideas smoothly. Visible, Sample: "People asked why the rule was unfair, so they planned a protest." Combining the sentences shows how the ideas connect. Independent, Sample: "People asked why the rule was unfair, so they planned a protest." The combined sentence flows more clearly. Reflective, A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

**ANSWER KEY:** "People asked why the rule was unfair." and "They planned a protest." are short and about the same idea, so they can be combined. · "People asked why the rule was unfair, so they planned a protest." combines the ideas smoothly. · Sample: "People asked why the rule was unfair, so they planned a protest." Combining the sentences shows how the ideas connect. · Sample: "People asked why the rule was unfair, so they planned a protest." The combined sentence flows more clearly. · A combined sentence shows how the ideas connect and reads more smoothly. Then students combine two sentences in their own writing.

(11)(C)(v) · Combine Ideas for Coherence · 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 weaker revision as 'close enough'; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) People asked why the rule was unfair. (2) They planned a protest.

**What is the BEST way to combine sentences 1 and 2?**

- A** People asked why the rule was unfair, they planned a protest.
- B** People asked why the rule was unfair, so they planned a protest.
- C** Because people wanted change
- 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 choose the strongest revision, you’re the one in control. Read the sentence: People asked why the rule was unfair. (2) They planned a protest. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(v) · Combine Ideas for Coherence · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

**POSSIBLE STUDENT QUESTION**

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** People asked why the rule was unfair, so they planned a protest.

#### WHY THIS IS CORRECT

Choice B combines the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.

#### 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 B, People asked why the rule was unfair, so they planned a protest. Choice B combines the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better combined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, People asked why the rule was unfair, so they planned a protest.

(11)(C)(v) · Combine Ideas for Coherence · 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 strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to add ideas for coherence”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I add a transition or detail so my ideas connect clearly.  
Adding a connecting word helps my reader follow how one idea leads to another.

## KEY IDEA

**REVISING TOOL: Add a connecting word.**  
Find two ideas that need a link, then add a transition like *Soon* to show how they connect.

**WHERE IT APPEARS:** “From Protest to Participation”

This deck teaches **Add Ideas for Coherence** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Add Ideas for Coherence

🕒 ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is add ideas for coherence, the standard says: ‘revise drafts to add ideas for coherence.’”**

▶ *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 revision.”**

**NOTE:** This week: add ideas for coherence, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Add Ideas for Coherence slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 35 of 36 • Cluster 8



TODAY'S THINKING JOB

# NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Where do the ideas need a link?

Read the sentences. Find the place where a transition would help the ideas connect.

**"A town's unfair rule upset one family. Other families learned about the problem."**

**I CAN** I recognize where a transition would help ideas connect.



### 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 revising eyes. Where do the ideas need a link? Read the sentences. Find the place where a transition would help the ideas connect."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'A town's unfair rule upset one family. Other families learned about the problem.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** The ideas in "A town's unfair rule upset one family. Other families learned about the problem." need a link to show how they connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 35 of 36 • Cluster 8

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's notice task. Expected: an answer that matches, The ideas in "A town's unfair rule upset one family. Other families learned about the problem." need a link to show how they connect.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "add ideas for coherence" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when add ideas for coherence is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to add ideas for coherence"*

## Choose the better transition.

With support, choose the transition that best shows how the ideas connect.

**"( Soon ) A town's unfair rule upset one family. Soon, other families learned about the problem."**

**I CAN** I can choose a transition that fits the meaning, with support.

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Grade 5 • Cluster 8 • Module 3 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the transition that best shows how the ideas connect."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: '( Soon ) A town's unfair rule upset one family. Soon, other families learned about the problem.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "Soon" shows how the ideas connect.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 35 of 36 • Cluster 8

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's choose task. Expected: an answer that matches, "Soon" shows how the ideas connect.

### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

# SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Show your revision (Before, After).

Add a transition so the ideas connect. Show the before and the after.

**Before: "A town's unfair rule upset one family. Other families learned about the problem."**

**I CAN** I can show how a transition improves coherence.



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 make a revision, they can explain why it makes the writing better. Add a transition so the ideas connect. Show the before and the after."**

**"Read this with me: Before: 'A town's unfair rule upset one family. Other families learned about the problem.'"**

▶ Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "A town's unfair rule upset one family. Soon, other families learned about the problem." The transition makes the connection clear.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 35 of 36 • Cluster 8

### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "A town's unfair rule upset one family. Soon, other families learned about the problem." The transition makes the connection clear.

### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

### 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 stronger version.

### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.



TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

## Revise on your own.

Add a transition to connect these ideas yourself, no word bank.

**"A town's unfair rule upset one family. Other families learned about the problem."**

**I CAN** I can add a transition myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'A town's unfair rule upset one family. Other families learned about the problem.' Add a transition to connect these ideas yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: "A town's unfair rule upset one family. Soon, other families learned about the problem." The added transition helps the ideas flow.

(11)(C)(iii) • Add Ideas for Coherence • Sheet 35 of 36 • Cluster 8

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's own task. Expected: an answer that matches, Sample: "A town's unfair rule upset one family. Soon, other families learned about the problem." The added transition helps the ideas flow.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

## DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to add ideas for coherence"*

### Evaluate and transfer.

Defend your revision, then add a transition in a piece of your own writing.

**Explain why your transition makes the ideas clearer. Then add a transition in your own writing.**

**I CAN** I can evaluate transitions and transfer it to my own writing.



### TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your transition makes the ideas clearer. Then add a transition in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) • Add Ideas for Coherence • 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, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

#### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

#### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

#### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

#### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to add ideas for coherence** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(iii)<br>revise drafts to <b>add ideas for coherence</b>                                                                                          | Before: "A town's unfair rule upset one family. Other families learned about the problem." → After: "A town's unfair rule upset one family. Soon, other families learned about the problem."<br><i>A transition (Soon) is added so the reader can see how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two ideas in the passage that need a link. Add a transition so they connect. Write your Before and your After.</i> |                                                                                                                                                                                                                                                                                  |

→ Now open your Standards Sweep Revising Tracking Sheet, 35 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student’s own example should match the standard, → After: “A town’s unfair rule upset one family. Soon, other families learned about the problem.” A transition (Soon) is added so the reader can see how the ideas connect.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 35 of 36 · Cluster 8

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student’s own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

“Does my example have to be about the passage?” No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student’s cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



## NOTICE

Monday

The ideas in “A town’s unfair rule upset one family. Other families learned about the problem.” need a link to show how they connect.



## CHOOSE

Tuesday

“Soon” shows how the ideas connect.



## SHOW

Wednesday

Sample: “A town’s unfair rule upset one family. Soon, other families learned about the problem.” The transition makes the connection clear.



## OWN

Thursday

Sample: “A town’s unfair rule upset one family. Soon, other families learned about the problem.” The added transition helps the ideas flow.



## DEFEND

Friday

A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

### 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 ideas in “A town’s unfair rule upset one family. Other families learned about the problem.” need a link to show how they connect. Emergent, “Soon” shows how the ideas connect. Visible, Sample: “A town’s unfair rule upset one family. Soon, other families learned about the problem.” The transition makes the connection clear. Independent, Sample: “A town’s unfair rule upset one family. Soon, other families learned about the problem.” The added transition helps the ideas flow. Reflective, A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

**ANSWER KEY:** The ideas in “A town’s unfair rule upset one family. Other families learned about the problem.” need a link to show how they connect. · “Soon” shows how the ideas connect. · Sample: “A town’s unfair rule upset one family. Soon, other families learned about the problem.” The transition makes the connection clear. · Sample: “A town’s unfair rule upset one family. Soon, other families learned about the problem.” The added transition helps the ideas flow. · A transition shows how ideas connect and helps the writing flow. Then students add a transition in their own writing.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 35 of 36 · Cluster 8

#### CHECK FOR UNDERSTANDING

Have students compare their responses to each level’s answer and mark where they were accurate.

#### COMMON MISCONCEPTION

Students may accept a weaker revision as ‘close enough’; require them to revise it to match.

#### POSSIBLE STUDENT QUESTION

“What if I got it right but for the wrong reason?” A great teaching moment, restate the rule.

#### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

#### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.



Read this part of a student's draft.

(1) One family questioned the unfair rule. More people joined the protest.

What is the **BEST** way to connect the ideas in sentence 1?

- A** One family questioned the unfair rule. More people joined the protest.
- B** One family questioned the unfair rule, and more people joined the protest.
- C** One family questioned the unfair rule. More people joined the protest. One family questioned the unfair rule. More people joined the protest.
- 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 choose the strongest revision, you’re the one in control. Read the sentence: One family questioned the unfair rule. More people joined the protest. Now, what is the BEST way to connect the ideas 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)(C)(iii) · Add Ideas for Coherence · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** One family questioned the unfair rule, and more people joined the protest.

#### WHY THIS IS CORRECT

Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer.

#### 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 B, One family questioned the unfair rule, and more people joined the protest. Choice B adds a transition that shows how the ideas connect, which makes the sentence clearer."**

▶ *Walk through why the other choices are weaker revisions.*

**"A leaves the ideas unconnected. C repeats the sentence without adding a link. D is wrong because a transition makes the connection clearer."**

**"Remember this all week: readers stay with writing when it reads clearly and smoothly."**

**ANSWER KEY:** B, One family questioned the unfair rule, and more people joined the protest.

(11)(C)(iii) · Add Ideas for Coherence · Sheet 35 of 36 · Cluster 8

#### CHECK FOR UNDERSTANDING

Confirm the choice and the reason together as a class.

#### COMMON MISCONCEPTION

Students may remember the answer but not the reason, always tie it back to the standard.

#### POSSIBLE STUDENT QUESTION

"Will the test always ask about this exact rule?" Not always, that's why we practice finding the strongest revision, 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 that needs one revision for a partner to fix.

## EXACT TEKS WORDING (from TEA)

*“revise drafts to improve sentence structure”*

## WHAT DOES THIS MEAN TO ME?

When I revise, I improve sentence structure by joining short, choppy sentences into one clear, complete sentence.  
Combining ideas with a joining word helps my writing flow and shows how the ideas connect.

## KEY IDEA

**REVISING TOOL: Join choppy sentences.**  
Find two short sentences about the same idea, then join them with a word like because.

**WHERE IT APPEARS:** “From Protest to Participation”

This deck teaches **Improve Sentence Structure** across the five RPLD thinking levels: **NOTICE** → **CHOOSE** → **SHOW** → **OWN** → **DEFEND**.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Introduction •  
Improve Sentence Structure

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**“Have you ever read your own writing and felt like a sentence, or a whole paragraph, just didn’t flow the way you wanted? That’s the moment careful writers revise.”**

▶ *Let students share a moment, then bring their attention to the board.*

**“This week, our revising focus is improve sentence structure, the standard says: ‘revise drafts to improve sentence structure.’”**

▶ *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 revision.”**

**NOTE:** This week: improve sentence structure, see the standard and the five-day roadmap above.

**PREP & MATERIALS:** the Improve Sentence Structure slide deck • student Revising Tracking Sheets • highlighters/pencils.

(11)(C)(i) • Improve Sentence Structure • Sheet 36 of 36 • Cluster 8



TODAY'S THINKING JOB

## NOTICE

"I recognize it."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Which sentences are short and choppy?

Read the sentences. Find two short sentences about the same idea that could be joined.

**"People asked questions. They wanted change."**

**I CAN** I recognize short, choppy sentences that could be joined.

The Writing Academy®, LLC



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 revising eyes. Which sentences are short and choppy? Read the sentences. Find two short sentences about the same idea that could be joined."**

▶ Read the sentences aloud, then give quiet think time before taking answers.

**"Read this with me: 'People asked questions. They wanted change.'"**

▶ Have students point to or name the sentence that needs revising. We are only noticing today, not revising anything yet.

**ANSWER KEY:** "People asked questions." and "They wanted change." are short and about the same idea, so they can be joined.

(11)(C)(i) • Improve Sentence Structure • 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, "People asked questions." and "They wanted change." are short and about the same idea, so they can be joined.

#### COMMON MISCONCEPTION

Students may point to a sentence that just sounds different instead of the one the standard is about, keep them anchored to "improve sentence structure" specifically.

#### POSSIBLE STUDENT QUESTION

"Why does this matter?" Because readers stay with writing when improve sentence structure is strong, it is one of the things writers always check when they revise.

#### 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

*"revise drafts to improve sentence structure"*

## Choose the better join.

With support, choose the joining word that best shows how the ideas connect.

"People asked questions because they wanted change."

**I CAN** I can choose a joining word that fits the meaning, with support.

The Writing Academy®, LLC

Grade 5 • Cluster 8 • Module 4 • Tuesday

TEACHER SAYS & DOES • SLIDE 3 OF 10 • Tuesday • Emergent (Developing)

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Yesterday we noticed. Today we choose the stronger revision, with support. With support, choose the joining word that best shows how the ideas connect."**

▶ *Read the sentence with the two versions, then give quiet think time.*

**"Read this with me: 'People asked questions because they wanted change.'"**

▶ *Guide students toward the smoother version using the standard as the reason, then confirm together.*

**ANSWER KEY:** "because" shows how the ideas connect in "People asked questions because they wanted change.."

(11)(C)(i) • Improve Sentence Structure • 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, "because" shows how the ideas connect in "People asked questions because they wanted change.."

### COMMON MISCONCEPTION

Students may pick the version that sounds more familiar instead of the one that actually improves the writing, have them name the reason, not just the choice.

### POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Read both versions of the sentence out loud, the one that sounds smoother, and follows the rule, is the stronger revision.

### RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-version 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 revision is stronger?"



TODAY'S THINKING JOB

## SHOW

"I can show my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

### Show your revision (Before, After).

Rewrite the two sentences as one clear sentence. Show the before and the after.

**Before: "People asked questions. They wanted change."**

**I CAN** I can show how joining sentences improves the structure.

The Writing Academy®, LLC



Grade 5 • Cluster 8 • Module 4 • Wednesday

TEACHER SAYS & DOES • SLIDE 4 OF 10 • Wednesday •  
Visible (Engaging)

🕒 ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

**"Here's a skill that will help you for years: strong writers don't just make a revision, they can explain why it makes the writing better. Rewrite the two sentences as one clear sentence. Show the before and the after."**

**"Read this with me: Before: 'People asked questions. They wanted change.'"**

► Have students show their thinking (underline, circle, or point), then explain why the revised version reads better, out loud or in writing.

**ANSWER KEY:** Sample: "People asked questions because they wanted change."  
Joining the sentences shows how the ideas connect.

(11)(C)(i) • Improve Sentence Structure • Sheet 36 of 36 • Cluster 8

#### CHECK FOR UNDERSTANDING

Ask a student to explain their answer for today's show task. Expected: an answer that matches, Sample: "People asked questions because they wanted change." Joining the sentences shows how the ideas connect.

#### COMMON MISCONCEPTION

Students may pick the better version but struggle to explain why it works, push for the reason, not just the revision.

#### 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 stronger version.

#### RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the sentence and have the student find and revise a new one with no prompt.





TODAY'S THINKING JOB

# OWN

"I can do it myself."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Revise on your own.

Join these choppy sentences into one clear sentence yourself, no word bank.

**"People asked questions. They wanted change."**

**I CAN** I can improve sentence structure myself.



### TEACHER SAYS & DOES • SLIDE 5 OF 10 • Thursday • Independent (Independent)

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Real writers do this every single day, they reread their own draft, spot what could be smoother or clearer, and revise it, all on their own. Today, that writer is you."**

**"Read this one: 'People asked questions. They wanted change.' Join these choppy sentences into one clear sentence yourself, no word bank."**

▶ No word bank today. Have students revise it on their own, reread to check it sounds smooth, then be ready to explain the revision.

**ANSWER KEY:** Sample: "People asked questions because they wanted change." The joined sentence flows more clearly.

(11)(C)(i) • Improve Sentence Structure • 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: "People asked questions because they wanted change." The joined sentence flows more clearly.

#### COMMON MISCONCEPTION

Students may revise something that was already strong, or leave the weak part untouched, have them reread the whole sentence before moving on.

#### POSSIBLE STUDENT QUESTION

"How do I know I revised it well?" Reread the whole sentence, if it matches the rule and sounds smoother, the revision works.

#### RPLD EVIDENCE & ADVICE

Revising 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 revision and state the rule in their own words.



TODAY'S THINKING JOB

# DEFEND

"I can evaluate, defend, and transfer my thinking."

EXACT TEKS WORDING

*"revise drafts to improve sentence structure"*

## Evaluate and transfer.

Defend your revision, then join two choppy sentences in a piece of your own writing.

**Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing.**

**I CAN** I can evaluate sentence structure and transfer it to my own writing.



TEACHER SAYS & DOES • SLIDE 6 OF 10 • Friday • Reflective (Highly Independent)

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

**"Think about a time you had to convince someone your idea was better, you needed a reason, not just a fix. Writers do that too when they defend a revision."**

**"Explain why your joined sentence is clearer. Then improve the structure of two sentences in your own writing."**

▶ *Guide them to state the rule in their own words, then have them write and defend a brand-new sentence of their own.*

**ANSWER KEY:** A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) • Improve Sentence Structure • 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 joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

### COMMON MISCONCEPTION

Students may give the right revision with a weak reason ("it sounds better") instead of citing the actual rule, require the rule by name.

### POSSIBLE STUDENT QUESTION

"Does this rule ever have exceptions?" Some do, note them for later clusters, but today's example follows the standard pattern.

### RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to the rule, then application in a new sentence.

### RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach the rule to a partner or apply it in their own writing.

Complete the **revise drafts to improve sentence structure** row on your Standards Sweep REVISING Tracking Sheet.

| THE STANDARD                                                                                                                                                             | EXAMPLE FROM THE PASSAGE                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (11)(C)(i)<br>revise drafts to <b>improve sentence structure</b>                                                                                                         | Before: "People asked questions. They wanted change." → After: "People asked questions because they wanted change."<br><i>Two short, choppy sentences become one clear sentence that shows how the ideas connect.</i> |
| <b>MY OWN EXAMPLE:</b><br><br><i>Find two short sentences from the passage about the same idea. Join them into one clear sentence. Write your Before and your After.</i> |                                                                                                                                                                                                                       |

→ Now open your Standards Sweep Revising Tracking Sheet, 36 of 36, and complete the (11)(C)(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 Revising Tracking Sheet, recording the standard, writing their own example, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.*

**ANSWER KEY:** Student's own example should match the standard, → After: "People asked questions because they wanted change." Two short, choppy sentences become one clear sentence that shows how the ideas connect.

(11)(C)(i) · Improve Sentence Structure · Sheet 36 of 36 · Cluster 8

#### CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should follow the standard correctly.

#### COMMON MISCONCEPTION

Students may copy the sample sentence instead of writing their own example.

#### POSSIBLE STUDENT QUESTION

"Does my example have to be about the passage?" No, any topic works, as long as it follows the standard.

#### RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill; use it to plan the next move.

#### RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write a sentence for a partner to check.



**NOTICE**  
Monday

"People asked questions." and "They wanted change." are short and about the same idea, so they can be joined.



**CHOOSE**  
Tuesday

"because" shows how the ideas connect in "People asked questions because they wanted change.."



**SHOW**  
Wednesday

Sample: "People asked questions because they wanted change." Joining the sentences shows how the ideas connect.



**OWN**  
Thursday

Sample: "People asked questions because they wanted change." The joined sentence flows more clearly.



**DEFEND**  
Friday

A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

## 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, "People asked questions." and "They wanted change." are short and about the same idea, so they can be joined. Emergent, "because" shows how the ideas connect in "People asked questions because they wanted change.." Visible, Sample: "People asked questions because they wanted change." Joining the sentences shows how the ideas connect. Independent, Sample: "People asked questions because they wanted change." The joined sentence flows more clearly. Reflective, A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

**ANSWER KEY:** "People asked questions." and "They wanted change." are short and about the same idea, so they can be joined. · "because" shows how the ideas connect in "People asked questions because they wanted change.." · Sample: "People asked questions because they wanted change." Joining the sentences shows how the ideas connect. · Sample: "People asked questions because they wanted change." The joined sentence flows more clearly. · A joined sentence shows how the ideas connect and reads more smoothly. Then students improve the structure of two sentences in their own writing.

(11)(C)(i) · Improve Sentence Structure · 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 weaker revision as 'close enough'; require them to revise it to match.

### POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment, restate the rule.

### RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work, students make their thinking accuracy observable.

### RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking.

Read this part of a student's draft.

(1) People asked questions. (2) They wanted change.

What is the **BEST** way to combine sentences 1 and 2?

- A** People asked questions, they wanted change.
- B** People asked questions because they wanted change.
- C** To create a shared cause
- 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 choose the strongest revision, you’re the one in control. Read the sentence: People asked questions. (2) They wanted change. Now, what is the BEST way to combine sentences 1 and 2?”**

▶ 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)(C)(i) · Improve Sentence Structure · 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 revises the wrong part of the sentence, or leaves the weak wording in place.

POSSIBLE STUDENT QUESTION

“What if more than one choice looks possible?” Read 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 weaker, that pushes toward Reflective.

**Correct answer: B** People asked questions because they wanted change.

#### WHY THIS IS CORRECT

Choice B joins the two ideas into one clear, complete sentence that shows how they connect.

#### WHY THE OTHER CHOICES ARE REVISION TRAPS

A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.

#### 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 B, People asked questions because they wanted change. Choice B joins the two ideas into one clear, complete sentence that shows how they connect.”**

▶ *Walk through why the other choices are weaker revisions.*

**“A joins the sentences with only a comma, which creates a run-on. C is not a complete sentence. D is wrong because the two short sentences read better joined into one.”**

**“Remember this all week: readers stay with writing when it reads clearly and smoothly.”**

**ANSWER KEY:** B, People asked questions because they wanted change.

(11)(C)(i) · Improve Sentence Structure · 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 strongest revision, 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 that needs one revision for a partner to fix.