

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.

TEKS, Writing Process & Writing Genre

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

ELPS Breakouts

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

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

~2 min

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

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

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

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.”

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

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

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.

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

This Week's Target

Slide 2 of 10

I Will • I Can

Prepare • Module 1

I WILL...

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

I CAN...

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

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

~3 min

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

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

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

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

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

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

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

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

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

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

"I can explain what the evidence proves."

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

NOTICE, Foundational**TASK**

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

MATERIAL

Prompt: What caused the cafeteria cookies to run out?

Passage: "The Great Chocolate Chip Cookie Mystery"

Evidence: "The cafeteria under prepared because nearly everyone chose cookies over fruit cups."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

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

⌚ ~3 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Prepare • Module 1

CHOOSE, Emergent

TASK

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

MATERIAL

A: "The cookies were gone because lots of kids wanted them."

B: "The cafeteria cookies ran out because nearly every student chose a cookie instead of a fruit cup."

YOUR TURN

Point to the exact words that show stronger thinking.

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

⌚ ~4 min

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

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

" "

▶ Show or read the example:

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

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

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The cookies ran out because nearly every student chose a cookie instead of a fruit cup, and the cafeteria had prepared too few cookies.

Evidence: “The cafeteria under prepared because nearly everyone chose cookies over fruit cups.”

Explanation: _____

YOUR TURN

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

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

⌚ ~4 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

“Is there more than one way to explain it?” Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

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

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

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

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Prepare • Module 1



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: What caused the cafeteria cookies to run out?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

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

⌚ ~5 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



DEFEND, Reflective

TASK

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

MATERIAL

Before: "The cookies were gone because lots of kids wanted them."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

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

⌚ ~5 min

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

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

" "

▶ Show or read the example:

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

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



NOTICE

Foundational

Central idea: The cookies ran out because nearly every student chose a cookie instead of a fruit cup, and the cafeteria had prepared too few cookies. Evidence: "The cafeteria under prepared because nearly everyone chose cookies over fruit cups."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the cookies ran out because nearly every student chose a cookie instead of a fruit cup, and the cafeteria had prepared too few cookies.



OWN

Independent

Model: The cafeteria cookies ran out because nearly every student chose a cookie instead of a fruit cup, and the cafeteria had prepared too few cookies. The cafeteria under prepared because nearly everyone chose cookies over fruit cups. This proves that student choices and cafeteria planning caused the shortage.



DEFEND

Reflective

After sample: "The cafeteria cookies ran out because nearly every student chose a cookie instead of a fruit cup." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

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

~3 min

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

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

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

"NOTICE, Foundational: Central idea: The cookies ran out because nearly every student chose a cookie instead of a fruit cup, and the cafeteria had prepared too few cookies. Evidence: "The cafeteria under prepared because: nearly everyone chose cookies over fruit cups.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the cookies ran out because nearly every student chose a cookie: instead of a fruit cup, and the cafeteria had prepared too few cookies."

"OWN, Independent: Model: The cafeteria cookies ran out because nearly every student chose a cookie instead of a fruit cup, and the cafeteria had prepared too few cookies. The cafeteria under prepared because nearly everyone chose cookies over fruit cups. This proves that student choices and cafeteria planning: caused the shortage."

"DEFEND, Reflective: After sample: "The cafeteria cookies ran out because nearly every student chose a cookie instead of a fruit cup." The stronger words tell the reader exactly what the writer means, which shows stronger: thinking."

ANSWER KEY: NOTICE: Central idea: The cookies ran out because nearly every student chose a cookie instead of a fruit cup, • CHOOSE: • SHOW: • OWN: Model: The cafeteria cookies ran out because nearly every student chose a cookie instead of a fruit cup, and the cafeteria had prepared too few cookies. The cafeteria under prepared because nearly everyone chose cookies over fruit cups. This proves that student choices and cafeteria planning caused the shortage. DEFEND: After sample: "The cafeteria cookies ran out because nearly every student chose a cookie instead of a fruit cup." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

What caused the cafeteria cookies to run out? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

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

⌚ ~5 min

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

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

“What caused the cafeteria cookies to run out?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

MODEL ANSWER

The cafeteria cookies ran out because nearly every student chose a cookie instead of a fruit cup, and the cafeteria had prepared too few cookies. The cafeteria under prepared because nearly everyone chose cookies over fruit cups. This proves that student choices and cafeteria planning caused the shortage.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

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



SHOW
Visible

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



OWN
Independent

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



DEFEND
Reflective

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

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

~4 min

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

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

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

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

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

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

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

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

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 1 of 36 • Module 1 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.

TEKS, Writing Process & Writing Genre

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

ELPS Breakouts

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

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

~2 min

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

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

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

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.”

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

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

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.

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

This Week's Target

Slide 2 of 10

I Will • I Can

Prepare • Module 2

I WILL...

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

I CAN...

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

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

~3 min

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

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

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

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

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

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

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

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

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

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

"I can explain what the evidence proves."

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

NOTICE, Foundational**TASK**

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

MATERIAL

Prompt: How did the fifth graders find the truth about the missing cookies?

Passage: “The Great Chocolate Chip Cookie Mystery”

Evidence: “The fifth graders used evidence and compared sources instead of spreading rumors.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

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

~3 min

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

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Prepare • Module 2

CHOOSE, Emergent

TASK

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

MATERIAL

A: "The students looked at some stuff to figure it out."

B: "The fifth graders examined evidence and compared sources to determine why the cookies ran out."

YOUR TURN

Point to the exact words that show stronger thinking.

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

⌚ ~4 min

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

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

" "

▶ Show or read the example:

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

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

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The fifth graders found the truth by studying evidence and comparing sources instead of repeating rumors.

Evidence: "The fifth graders used evidence and compared sources instead of spreading rumors."

Explanation: _____

YOUR TURN

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

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

⌚ ~4 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Prepare • Module 2



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did the fifth graders find the truth about the missing cookies?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

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

⌚ ~5 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



DEFEND, Reflective

TASK

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

MATERIAL

Before: "The students looked at some stuff to figure it out."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

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

⌚ ~5 min

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

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

" "

▶ Show or read the example:

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

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



NOTICE

Foundational

Central idea: The fifth graders found the truth by studying evidence and comparing sources instead of repeating rumors. Evidence: "The fifth graders used evidence and compared sources instead of spreading rumors."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the fifth graders found the truth by studying evidence and comparing sources instead of repeating rumors.



OWN

Independent

Model: The fifth graders found the truth by studying evidence and comparing sources instead of repeating rumors. The fifth graders used evidence and compared sources instead of spreading rumors. This proves that careful investigation helped them reach a reliable conclusion about the cookies.



DEFEND

Reflective

After sample: "The fifth graders examined evidence and compared sources to determine why the cookies ran out." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

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

~3 min

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

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

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

"NOTICE, Foundational: Central idea: The fifth graders found the truth by studying evidence and comparing sources instead of repeating rumors. Evidence: "The fifth graders used evidence and compared sources instead of: spreading rumors.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the fifth graders found the truth by studying evidence and comparing: sources instead of repeating rumors."

"OWN, Independent: Model: The fifth graders found the truth by studying evidence and comparing sources instead of repeating rumors. The fifth graders used evidence and compared sources instead of spreading rumors. This proves that careful investigation helped them reach a reliable conclusion about the: cookies."

"DEFEND, Reflective: After sample: "The fifth graders examined evidence and compared sources to determine why the cookies ran out." The stronger words tell the reader exactly what the writer means, which shows: stronger thinking."

ANSWER KEY: NOTICE: Central idea: The fifth graders found the truth by studying evidence and comparing sources instead of • CHOOSE: • SHOW: • OWN: Model: The fifth graders found the truth by studying evidence and comparing sources instead of repeating rumors. The fifth graders used evidence and compared sources instead of spreading • DEFEND: After sample: "The fifth graders examined evidence and compared sources to determine why the

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

How did the fifth graders find the truth about the missing cookies? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

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

⌚ ~5 min

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

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

“How did the fifth graders find the truth about the missing cookies?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

MODEL ANSWER

The fifth graders found the truth by studying evidence and comparing sources instead of repeating rumors. The fifth graders used evidence and compared sources instead of spreading rumors. This proves that careful investigation helped them reach a reliable conclusion about the cookies.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

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



SHOW
Visible

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



OWN
Independent

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



DEFEND
Reflective

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

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

⌚ ~4 min

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

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

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

“NOTICE, Foundational: Retells a fact without answering the prompt.”

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

“SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation.”

“OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves.”

“DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.”

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 2 of 36 • Module 2 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.

TEKS, Writing Process & Writing Genre

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

ELPS Breakouts

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

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

⌚ ~2 min

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

“Watch me for a second.”

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

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.”

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

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

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.

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

This Week's Target

Slide 2 of 10

I Will • I Can

Prepare • Module 3

I WILL...

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

I CAN...

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

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

~3 min

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

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

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

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

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

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

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

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

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

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

"I can explain what the evidence proves."

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

NOTICE, Foundational**TASK**

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

MATERIAL

Prompt: How did comparing sources help the students explain the cookie shortage?

Passage: "The Great Chocolate Chip Cookie Mystery"

Evidence: "Nearly everyone chose cookies over fruit cups."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

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

~3 min

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

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

" "

▶ *Show or read the example:*

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Prepare • Module 3

CHOOSE, Emergent

TASK

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

MATERIAL

A: "The sources showed that people picked cookies a lot."

B: "The sources showed that nearly everyone chose cookies instead of fruit cups."

YOUR TURN

Point to the exact words that show stronger thinking.

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

⌚ ~4 min

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

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

" "

▶ Show or read the example:

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

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

Show the Central Idea, Evidence, and Explanation

Slide 5 of 10

SHOW • Visible thinking

Prepare • Module 3

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Comparing sources helped the students connect the students' food choices with the cafeteria's decision to prepare too few cookies.

Evidence: "Nearly everyone chose cookies over fruit cups."

Explanation: _____

YOUR TURN

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

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

⌚ ~4 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Prepare • Module 3



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did comparing sources help the students explain the cookie shortage?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

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

⌚ ~5 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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

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

MATERIAL

Before: "The sources showed that people picked cookies a lot."

After: _____

**YOUR TURN**

Rewrite with a stronger word, then defend your choice.

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

~5 min

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

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

" "

▶ *Show or read the example:*

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

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



NOTICE

Foundational

Central idea: Comparing sources helped the students connect the students' food choices with the cafeteria's decision to prepare too few cookies. Evidence: "Nearly everyone chose cookies over fruit cups."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows comparing sources helped the students connect the students' food choices with the cafeteria's decision to prepare too few cookies.



OWN

Independent

Model: Comparing sources helped the students connect the students' food choices with the cafeteria's decision to prepare too few cookies. Nearly everyone chose cookies over fruit cups. This evidence proves that high demand, not a rumor, explained why the cookies disappeared.



DEFEND

Reflective

After sample: "The sources showed that nearly everyone chose cookies instead of fruit cups." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

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

~3 min

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

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

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

"NOTICE, Foundational: Central idea: Comparing sources helped the students connect the students' food choices with the cafeteria's decision to prepare too few cookies. Evidence: "Nearly everyone chose cookies over fruit: cups.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows comparing sources helped the students connect the students' food: choices with the cafeteria's decision to prepare too few cookies."

"OWN, Independent: Model: Comparing sources helped the students connect the students' food choices with the cafeteria's decision to prepare too few cookies. Nearly everyone chose cookies over fruit cups. This: evidence proves that high demand, not a rumor, explained why the cookies disappeared."

"DEFEND, Reflective: After sample: "The sources showed that nearly everyone chose cookies instead of fruit cups." The: stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: Comparing sources helped the students connect the students' food choices with the • CHOOSE: • SHOW: • OWN: Model: Comparing sources helped the students connect the students' food choices with the • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

How did comparing sources help the students explain the cookie shortage? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

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

⌚ ~5 min

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

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

“How did comparing sources help the students explain the cookie shortage?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

MODEL ANSWER

Comparing sources helped the students connect the students' food choices with the cafeteria's decision to prepare too few cookies. Nearly everyone chose cookies over fruit cups. This evidence proves that high demand, not a rumor, explained why the cookies disappeared.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

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



SHOW
Visible

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



OWN
Independent

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



DEFEND
Reflective

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

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

~4 min

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

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

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

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

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

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

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

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

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 3 of 36 • Module 3 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.

TEKS, Writing Process & Writing Genre

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

ELPS Breakouts

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

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

~2 min

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

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

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

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.”

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

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

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in The Great Chocolate Chip Cookie Mystery.

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

This Week's Target

Slide 2 of 10

I Will • I Can

Prepare • Module 4

I WILL...

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

I CAN...

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

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

~3 min

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

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

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

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

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

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

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

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

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

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

"I can explain what the evidence proves."

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

NOTICE, Foundational**TASK**

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

MATERIAL

Prompt: How did student choices and cafeteria planning work together to cause the cookie shortage?

Passage: "The Great Chocolate Chip Cookie Mystery"

Evidence: "The cafeteria under prepared because nearly everyone chose cookies over fruit cups."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

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

⌚ ~3 min

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

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

" "

▶ Show or read the example:

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Prepare • Module 4

CHOOSE, Emergent

TASK

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

MATERIAL

A: "The cafeteria did not make enough cookies for the students."

B: "The cafeteria prepared too few cookies for the unusually high demand from students."

YOUR TURN

Point to the exact words that show stronger thinking.

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

⌚ ~4 min

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

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

" "

▶ Show or read the example:

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

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

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The shortage happened because nearly everyone wanted cookies while the cafeteria prepared for fewer cookie choices.

Evidence: "The cafeteria under prepared because nearly everyone chose cookies over fruit cups."

Explanation: _____

YOUR TURN

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

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

⌚ ~4 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Prepare • Module 4



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did student choices and cafeteria planning work together to cause the cookie shortage?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

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

⌚ ~5 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



DEFEND, Reflective

TASK

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

MATERIAL

Before: "The cafeteria did not make enough cookies for the students."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

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

⌚ ~5 min

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

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

" "

▶ Show or read the example:

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

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

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Prepare • Module 4



NOTICE
Foundational

Central idea: The shortage happened because nearly everyone wanted cookies while the cafeteria prepared for fewer cookie choices. Evidence: "The cafeteria under prepared because nearly everyone chose cookies over fruit cups."



CHOOSE
Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW
Visible

Explanation sample: This shows the shortage happened because nearly everyone wanted cookies while the cafeteria prepared for fewer cookie choices.



OWN
Independent

Model: The shortage happened because nearly everyone wanted cookies while the cafeteria prepared for fewer cookie choices. The cafeteria under prepared because nearly everyone chose cookies over fruit cups. This proves that the mismatch between demand and preparation caused the cookies to run out.



DEFEND
Reflective

After sample: "The cafeteria prepared too few cookies for the unusually high demand from students." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

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

~3 min

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

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

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

"NOTICE, Foundational: Central idea: The shortage happened because nearly everyone wanted cookies while the cafeteria prepared for fewer cookie choices. Evidence: "The cafeteria under prepared because nearly everyone: chose cookies over fruit cups.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the shortage happened because nearly everyone wanted cookies: while the cafeteria prepared for fewer cookie choices."

"OWN, Independent: Model: The shortage happened because nearly everyone wanted cookies while the cafeteria prepared for fewer cookie choices. The cafeteria under prepared because nearly everyone chose cookies over fruit cups. This proves that the mismatch between demand and preparation caused the: cookies to run out."

"DEFEND, Reflective: After sample: "The cafeteria prepared too few cookies for the unusually high demand from students.": the stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: The shortage happened because nearly everyone wanted cookies while the cafeteria • CHOOSE: • SHOW: • OWN: Model: The shortage happened because nearly everyone wanted cookies while the cafeteria prepared for fewer cookie choices. The cafeteria under prepared because nearly everyone chose • DEFEND

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

How did student choices and cafeteria planning work together to cause the cookie shortage? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

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

⌚ ~5 min

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

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

“How did student choices and cafeteria planning work together to cause the cookie shortage?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

MODEL ANSWER

The shortage happened because nearly everyone wanted cookies while the cafeteria prepared for fewer cookie choices. The cafeteria under prepared because nearly everyone chose cookies over fruit cups. This proves that the mismatch between demand and preparation caused the cookies to run out.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

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



SHOW
Visible

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



OWN
Independent

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



DEFEND
Reflective

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

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

⌚ ~4 min

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

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

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

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

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

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

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

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

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 4 of 36 • Module 4 • Cluster 0

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.

TEKS, Writing Process & Writing Genre

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

ELPS Breakouts

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

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

~2 min

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

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

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

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.”

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

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

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.

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

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 1 • Module 1

I WILL...

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

I CAN...

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

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

~3 min

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

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

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

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

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

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

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

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

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

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

"I can explain what the evidence proves."

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

NOTICE, Foundational**TASK**

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

MATERIAL

Prompt: How did British taxes and the lack of colonial representation increase tension between Britain and the colonies?

Passage: "From Tension to Revolution"

Evidence: "The colonists protested taxation without representation because they had no representatives in Parliament."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

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

⌚ ~3 min

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

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

" "

▶ Show or read the example:

" "

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 1 • Module 1

CHOOSE, Emergent

TASK

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

MATERIAL

A: "The colonists were mad about the taxes."

B: "The colonists grew angry because Britain imposed new taxes without giving the colonies a voice in Parliament."

YOUR TURN

Point to the exact words that show stronger thinking.

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

⌚ ~4 min

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

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

" "

▶ Show or read the example:

" "

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

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

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: British taxes increased tension because colonists had to pay money to a government in which they had no representatives.

Evidence: "The colonists protested taxation without representation because they had no representatives in Parliament."

Explanation: _____

YOUR TURN

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

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

⌚ ~4 min

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

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

“”

▶ Show or read the example:

“”

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did British taxes and the lack of colonial representation increase tension between Britain and the colonies?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

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

⌚ ~5 min

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

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

“”

▶ Show or read the example:

“”

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



DEFEND, Reflective

TASK

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

MATERIAL

Before: "The colonists were mad about the taxes."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

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

⌚ ~5 min

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

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

" "

▶ Show or read the example:

" "

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

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



NOTICE

Foundational

Central idea: British taxes increased tension because colonists had to pay money to a government in which they had no representatives. Evidence: "The colonists protested taxation without representation because they had no representatives in Parliament."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows british taxes increased tension because colonists had to pay money to a government in which they had no representatives.



OWN

Independent

Model: British taxes increased tension because colonists had to pay money to a government in which they had no representatives. The colonists protested taxation without representation because they had no representatives in Parliament. This fact proves that colonists believed British tax laws were unfair.



DEFEND

Reflective

After sample: "The colonists grew angry because Britain imposed new taxes without giving the colonies a voice in Parliament." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

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

~3 min

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

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

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

"NOTICE, Foundational: Central idea: British taxes increased tension because colonists had to pay money to a government in which they had no representatives. Evidence: "The colonists protested taxation without representation: because they had no representatives in Parliament.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows british taxes increased tension because colonists had to pay money: to a government in which they had no representatives."

"OWN, Independent: Model: British taxes increased tension because colonists had to pay money to a government in which they had no representatives. The colonists protested taxation without representation because they had no representatives in Parliament. This fact proves that colonists believed British tax laws were: unfair."

"DEFEND, Reflective: After sample: "The colonists grew angry because Britain imposed new taxes without giving the colonies a voice in Parliament." The stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: British taxes increased tension because colonists had to pay money to a government in • CHOOSE: • SHOW: • OWN: Model: British taxes increased tension because colonists had to pay money to a government in which they had no representatives. The colonists protested taxation without representation because they had no representatives in Parliament. This fact proves that colonists believed British tax laws were: unfair. • DEFEND: After sample: "The colonists grew angry because Britain imposed new taxes without giving the

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

How did British taxes and the lack of colonial representation increase tension between Britain and the colonies? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

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

⌚ ~5 min

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

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

“How did British taxes and the lack of colonial representation increase tension between Britain and the colonies?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

MODEL ANSWER

British taxes increased tension because colonists had to pay money to a government in which they had no representatives. The colonists protested taxation without representation because they had no representatives in Parliament. This fact proves that colonists believed British tax laws were unfair.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

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



SHOW

Visible

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



OWN

Independent

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



DEFEND

Reflective

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

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

~4 min

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

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

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

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

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.

TEKS, Writing Process & Writing Genre

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

ELPS Breakouts

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

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

~2 min

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

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

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

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.”

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

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

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.

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

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 1 • Module 2

I WILL...

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

I CAN...

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

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

~3 min

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

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

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

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

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

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

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

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

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

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

"I can explain what the evidence proves."

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

NOTICE, Foundational**TASK**

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

MATERIAL

Prompt: How did protests and boycotts show that colonists opposed British taxes?

Passage: "From Tension to Revolution"

Evidence: "The colonists boycotted British goods to protest the new taxes."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

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

~3 min

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

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

" "

▶ Show or read the example:

" "

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 1 • Module 2

CHOOSE, Emergent

TASK

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

MATERIAL

A: "The colonists did things to fight the taxes."

B: "The colonists organized protests and boycotts to resist British taxes."

YOUR TURN

Point to the exact words that show stronger thinking.

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

⌚ ~4 min

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

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

" "

▶ Show or read the example:

" "

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

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

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Protests and boycotts showed that colonists worked together to resist British taxes and pressure Britain to change its policies.

Evidence: "The colonists boycotted British goods to protest the new taxes."

Explanation: _____

YOUR TURN

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

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

⌚ ~4 min

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

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

“”

▶ Show or read the example:

“”

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 1 • Module 2



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did protests and boycotts show that colonists opposed British taxes?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

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

⌚ ~5 min

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

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

“”

▶ Show or read the example:

“”

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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



DEFEND, Reflective

TASK

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

MATERIAL

Before: "The colonists did things to fight the taxes."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

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

⌚ ~5 min

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

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

" "

▶ Show or read the example:

" "

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

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

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



NOTICE

Foundational

Central idea: Protests and boycotts showed that colonists worked together to resist British taxes and pressure Britain to change its policies. Evidence: "The colonists boycotted British goods to protest the new taxes."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows protests and boycotts showed that colonists worked together to resist British taxes and pressure Britain to change its policies.



OWN

Independent

Model: Protests and boycotts showed that colonists worked together to resist British taxes and pressure Britain to change its policies. The colonists boycotted British goods to protest the new taxes. This action proves that colonists used their choices as consumers to challenge British authority.



DEFEND

Reflective

After sample: "The colonists organized protests and boycotts to resist British taxes." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

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

~3 min

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

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

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

"NOTICE, Foundational: Central idea: Protests and boycotts showed that colonists worked together to resist British taxes and pressure Britain to change its policies. Evidence: "The colonists boycotted British goods to protest the: new taxes.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows protests and boycotts showed that colonists worked together to: resist British taxes and pressure Britain to change its policies."

"OWN, Independent: Model: Protests and boycotts showed that colonists worked together to resist British taxes and pressure Britain to change its policies. The colonists boycotted British goods to protest the new taxes.: this action proves that colonists used their choices as consumers to challenge British authority."

"DEFEND, Reflective: After sample: "The colonists organized protests and boycotts to resist British taxes." The stronger: words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: Protests and boycotts showed that colonists worked together to resist British taxes and • CHOOSE: • SHOW: • OWN: Model: Protests and boycotts showed that colonists worked together to resist British taxes and • DEFEND:

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

YOUR WRITING TASK

How did protests and boycotts show that colonists opposed British taxes? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

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

⌚ ~5 min

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

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

“How did protests and boycotts show that colonists opposed British taxes?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

MODEL ANSWER

Protests and boycotts showed that colonists worked together to resist British taxes and pressure Britain to change its policies. The colonists boycotted British goods to protest the new taxes. This action proves that colonists used their choices as consumers to challenge British authority.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

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



SHOW

Visible

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



OWN

Independent

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



DEFEND

Reflective

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

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

~4 min

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

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

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

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

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

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

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

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

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

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

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

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.

TEKS, Writing Process & Writing Genre

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

ELPS Breakouts

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

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

⌚ ~2 min

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

“Watch me for a second.”

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

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.”

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

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

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.

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

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 1 • Module 3

I WILL...

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

I CAN...

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

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

~3 min

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

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

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

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

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

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

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

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

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

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

"I can explain what the evidence proves."

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

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

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

NOTICE, Foundational**TASK**

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

MATERIAL

Prompt: How did the Intolerable Acts unite the colonies against Britain?

Passage: “From Tension to Revolution”

Evidence: “The Intolerable Acts caused the colonies to unite against British control.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

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

~3 min

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

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 1 • Module 3

CHOOSE, Emergent

TASK

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

MATERIAL

A: "The Intolerable Acts made the colonists come together."

B: "The Intolerable Acts united the colonies by turning anger about British control into a shared cause."

YOUR TURN

Point to the exact words that show stronger thinking.

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

⌚ ~4 min

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

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

" "

▶ Show or read the example:

" "

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

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

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

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

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The Intolerable Acts united the colonies because many colonists saw the laws as an attack on their rights and responded by supporting one another.

Evidence: "The Intolerable Acts caused the colonies to unite against British control."

Explanation: _____

YOUR TURN

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

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

⌚ ~4 min

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

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

“”

▶ Show or read the example:

“”

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

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 1 • Module 3



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did the Intolerable Acts unite the colonies against Britain?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The Intolerable Acts made the colonists come together."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The Intolerable Acts united the colonies because many colonists saw the laws as an attack on their rights and responded by supporting one another. Evidence: "The Intolerable Acts caused the colonies to unite against British control."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the Intolerable Acts united the colonies because many colonists saw the laws as an attack on their rights and responded by supporting one another.



OWN

Independent

Model: The Intolerable Acts united the colonies because many colonists saw the laws as an attack on their rights and responded by supporting one another. The Intolerable Acts caused the colonies to unite against British control. This response proves that harsh British laws helped the colonies form a stronger common cause.



DEFEND

Reflective

After sample: "The Intolerable Acts united the colonies by turning anger about British control into a shared cause." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The Intolerable Acts united the colonies because many colonists saw the laws as an attack on their rights and responded by supporting one another. Evidence: "The Intolerable Acts: caused the colonies to unite against British control.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the Intolerable Acts united the colonies because many colonists saw: the laws as an attack on their rights and responded by supporting one another."

"OWN, Independent: Model: The Intolerable Acts united the colonies because many colonists saw the laws as an attack on their rights and responded by supporting one another. The Intolerable Acts caused the colonies to unite against British control. This response proves that harsh British laws helped the colonies form a: stronger common cause."

"DEFEND, Reflective: After sample: "The Intolerable Acts united the colonies by turning anger about British control into a shared cause." The stronger words tell the reader exactly what the writer means, which shows: stronger thinking."

ANSWER KEY: NOTICE: Central idea: The Intolerable Acts united the colonies because many colonists saw the laws as an • CHOOSE: • SHOW: • OWN: Model: The Intolerable Acts united the colonies because many colonists saw the laws as an attack on their rights and responded by supporting one another. The Intolerable Acts caused the colonies to • DEFEND: After sample: "The Intolerable Acts united the colonies by

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did the Intolerable Acts unite the colonies against Britain? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did the Intolerable Acts unite the colonies against Britain?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The Intolerable Acts united the colonies because many colonists saw the laws as an attack on their rights and responded by supporting one another. The Intolerable Acts caused the colonies to unite against British control. This response proves that harsh British laws helped the colonies form a stronger common cause.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 7 of 36 • Module 3 • Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ Let students share a quick example, then bring their attention to today's title.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Tension to Revolution.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 1 • Module 4

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How did several British actions change colonial complaints into a movement toward revolution?

Passage: "From Tension to Revolution"

Evidence: "New British taxes, protests, boycotts, and the Intolerable Acts increased colonial unity and resistance."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 1 • Module 4

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "Many problems made the colonists want a revolution."

B: "British taxes, unfair laws, and the denial of colonial representation transformed growing complaints into a united movement toward revolution."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: British taxes, the lack of colonial representation, harsh laws, and colonial resistance combined to turn separate complaints into a united movement toward revolution.

Evidence: "New British taxes, protests, boycotts, and the Intolerable Acts increased colonial unity and resistance."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 1 • Module 4



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did several British actions change colonial complaints into a movement toward revolution?
Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

**DEFEND, Reflective****TASK**

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "Many problems made the colonists want a revolution."

After: _____

**YOUR TURN**

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

"

▶ *Show or read the example:*

"

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: British taxes, the lack of colonial representation, harsh laws, and colonial resistance combined to turn separate complaints into a united movement toward revolution. Evidence: "New British taxes, protests, boycotts, and the Intolerable Acts increased colonial unity and resistance."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows british taxes, the lack of colonial representation, harsh laws, and colonial resistance combined to turn separate complaints into a united movement toward revolution.



OWN

Independent

Model: British taxes, the lack of colonial representation, harsh laws, and colonial resistance combined to turn separate complaints into a united movement toward revolution. New British taxes, protests, boycotts, and the Intolerable Acts increased colonial unity and resistance. These events prove that rising tensions grew stronger as colonists joined together to defend their rights.



DEFEND

Reflective

After sample: "British taxes, unfair laws, and the denial of colonial representation transformed growing complaints into a united movement toward revolution." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: British taxes, the lack of colonial representation, harsh laws, and colonial resistance combined to turn separate complaints into a united movement toward revolution. Evidence: "New: british taxes, protests, boycotts, and the Intolerable Acts increased colonial unity and resistance.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows british taxes, the lack of colonial representation, harsh laws, and: colonial resistance combined to turn separate complaints into a united movement toward revolution."

"OWN, Independent: Model: British taxes, the lack of colonial representation, harsh laws, and colonial resistance combined to turn separate complaints into a united movement toward revolution. New British taxes, protests, boycotts, and the Intolerable Acts increased colonial unity and resistance. These events prove that: rising tensions grew stronger as colonists joined together to defend their rights."

"DEFEND, Reflective: After sample: "British taxes, unfair laws, and the denial of colonial representation transformed growing complaints into a united movement toward revolution." The stronger words tell the reader exactly what: the writer means, which shows stronger thinking."

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did several British actions change colonial complaints into a movement toward revolution? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did several British actions change colonial complaints into a movement toward revolution?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

British taxes, the lack of colonial representation, harsh laws, and colonial resistance combined to turn separate complaints into a united movement toward revolution. New British taxes, protests, boycotts, and the Intolerable Acts increased colonial unity and resistance. These events prove that rising tensions grew stronger as colonists joined together to defend their rights.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW

Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN

Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND

Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Retells a fact without answering the prompt.”

“CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation.”

“SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation.”

“OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves.”

“DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 8 of 36 • Module 4 • Cluster 1

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 2 • Module 1

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Why did Spain build missions and presidios in Texas?

Passage: “Spanish Rule in Early Texas”

Evidence: “Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 1

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "Spain made places in Texas for many reasons."

B: "Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land.

Evidence: "Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 2 • Module 1



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Why did Spain build missions and presidios in Texas?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "Spain made places in Texas for many reasons."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 1



NOTICE
Foundational

Central idea: Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land. Evidence: "Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land."



CHOOSE
Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW
Visible

Explanation sample: This shows Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land.



OWN
Independent

Model: Spain built missions and presidios in Texas for three important reasons. Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land. This proves that Spanish settlements supported both religious and political goals.



DEFEND
Reflective

After sample: "Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land. Evidence: "Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land."

"OWN, Independent: Model: Spain built missions and presidios in Texas for three important reasons. Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land. This proves that: Spanish settlements supported both religious and political goals."

"DEFEND, Reflective: After sample: "Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land." The stronger words tell the reader exactly what the writer means, which shows: stronger thinking."

ANSWER KEY: NOTICE: Central idea: Spain built missions and presidios in Texas to expand its empire, spread Catholicism, • CHOOSE: • SHOW: • OWN: Model: Spain built missions and presidios in Texas for three important reasons. Spain built missions • DEFEND: After sample: "Spain built missions and presidios in Texas to expand its empire, spread Catholicism,

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why did Spain build missions and presidios in Texas? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why did Spain build missions and presidios in Texas?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Spain built missions and presidios in Texas for three important reasons. Spain built missions and presidios in Texas to expand its empire, spread Catholicism, and protect its land. This proves that Spanish settlements supported both religious and political goals.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 9 of 36 • Module 1 • Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 2 • Module 2

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 10 of 36 · Module 2 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How did Spanish missions change the lives of Native Americans?

Passage: "Spanish Rule in Early Texas"

Evidence: "Missions changed Native Americans' lives."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 •
Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 2

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "Missions changed people a lot."

B: "Spanish missions changed Native Americans' lives by introducing Catholicism and new ways of living."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Spanish missions changed Native Americans' lives by introducing Catholicism and new ways of living.

Evidence: "Missions changed Native Americans' lives."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did Spanish missions change the lives of Native Americans?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "Missions changed people a lot."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 2



NOTICE
Foundational

Central idea: Spanish missions changed Native Americans' lives by introducing Catholicism and new ways of living. Evidence: "Missions changed Native Americans' lives."



CHOOSE
Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW
Visible

Explanation sample: This shows spanish missions changed Native Americans' lives by introducing Catholicism and new ways of living.



OWN
Independent

Model: Spanish missions changed Native Americans' lives in important ways. Missions changed Native Americans' lives. This proves that Spanish rule affected Native American communities, especially through religion and daily life.



DEFEND
Reflective

After sample: "Spanish missions changed Native Americans' lives by introducing Catholicism and new ways of living." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: Spanish missions changed Native Americans' lives by introducing Catholicism and new ways of living. Evidence: "Missions changed Native Americans' lives.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows spanish missions changed Native Americans' lives by introducing: catholicism and new ways of living."

"OWN, Independent: Model: Spanish missions changed Native Americans' lives in important ways. Missions changed Native Americans' lives. This proves that Spanish rule affected Native American communities,: especially through religion and daily life."

"DEFEND, Reflective: After sample: "Spanish missions changed Native Americans' lives by introducing Catholicism and new ways of living." The stronger words tell the reader exactly what the writer means, which shows: stronger thinking."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: Spanish missions changed Native Americans' lives in important ways. Missions changed • DEFEND: After sample: "Spanish missions changed Native Americans' lives by introducing Catholicism and new

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 •
Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did Spanish missions change the lives of Native Americans? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did Spanish missions change the lives of Native Americans?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

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This item shows independent transfer of today's thinking job. Let students respond without prompting.

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After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

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Spanish missions changed Native Americans' lives in important ways. Missions changed Native Americans' lives. This proves that Spanish rule affected Native American communities, especially through religion and daily life.



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TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

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► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

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"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

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"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 10 of 36 • Module 2 • Cluster 2

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Have each student circle the highest level their own response actually shows, with evidence, not a guess.

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Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

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Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.

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TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 2 • Module 3

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 11 of 36 · Module 3 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: What lasting effects did Spanish rule have on Texas?

Passage: "Spanish Rule in Early Texas"

Evidence: "The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 3

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "Spain left some things in Texas."

B: "Spanish rule left lasting effects on Texas through Spanish names, Catholic religion, and ranching."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Spanish rule left lasting effects on Texas through Spanish names, Catholic religion, and ranching.

Evidence: "The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 2 • Module 3



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: What lasting effects did Spanish rule have on Texas?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "Spain left some things in Texas."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: Spanish rule left lasting effects on Texas through Spanish names, Catholic religion, and ranching. Evidence: "The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows spanish rule left lasting effects on Texas through Spanish names, Catholic religion, and ranching.



OWN

Independent

Model: Spanish rule left several lasting effects on Texas. The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas. This proves that Spanish influence continued in Texas after the period of Spanish rule ended.



DEFEND

Reflective

After sample: "Spanish rule left lasting effects on Texas through Spanish names, Catholic religion, and ranching." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: Spanish rule left lasting effects on Texas through Spanish names, Catholic religion, and ranching. Evidence: "The lasting effects of Spanish rule include Spanish names, Catholic religion, and: ranching in Texas.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows spanish rule left lasting effects on Texas through Spanish names,: catholic religion, and ranching."

"OWN, Independent: Model: Spanish rule left several lasting effects on Texas. The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas. This proves that Spanish influence: continued in Texas after the period of Spanish rule ended."

"DEFEND, Reflective: After sample: "Spanish rule left lasting effects on Texas through Spanish names, Catholic religion, and ranching." The stronger words tell the reader exactly what the writer means, which shows stronger: thinking."

ANSWER KEY: NOTICE: Central idea: Spanish rule left lasting effects on Texas through Spanish names, Catholic religion, and • CHOOSE: • SHOW: • OWN: Model: Spanish rule left several lasting effects on Texas. The lasting effects of Spanish rule include • DEFEND: After sample: "Spanish rule left lasting effects on Texas through Spanish names, Catholic religion, and

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 • Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

What lasting effects did Spanish rule have on Texas? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“What lasting effects did Spanish rule have on Texas?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Spanish rule left several lasting effects on Texas. The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas. This proves that Spanish influence continued in Texas after the period of Spanish rule ended.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 11 of 36 •
Module 3 • Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Spanish Rule in Early Texas.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 2 • Module 4

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 12 of 36 ·
Module 4 · Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How did Spain's goals in Texas lead to changes that lasted over time?

Passage: "Spanish Rule in Early Texas"

Evidence: "The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 •
Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 2 • Module 4

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "Spain's actions had effects that stayed for a long time."

B: "Spain's goals in Texas led to lasting cultural and economic changes, including Spanish names, Catholic religion, and ranching."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE • Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Spain's goals of expanding its empire, spreading Catholicism, and protecting its land led to lasting cultural and economic changes in Texas.

Evidence: "The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 2 • Module 4



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did Spain's goals in Texas lead to changes that lasted over time?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "Spain's actions had effects that stayed for a long time."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: Spain's goals of expanding its empire, spreading Catholicism, and protecting its land led to lasting cultural and economic changes in Texas. Evidence: "The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows Spain's goals of expanding its empire, spreading Catholicism, and protecting its land led to lasting cultural and economic changes in Texas.



OWN

Independent

Model: Spain's goals in Texas led to changes that continued over time. The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas. This proves that Spanish missions and presidios influenced Texas culture, religion, and economy for many years.



DEFEND

Reflective

After sample: "Spain's goals in Texas led to lasting cultural and economic changes, including Spanish names, Catholic religion, and ranching." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: Spain's goals of expanding its empire, spreading Catholicism, and protecting its land led to lasting cultural and economic changes in Texas. Evidence: "The lasting effects of Spanish rule: include Spanish names, Catholic religion, and ranching in Texas.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows Spain's goals of expanding its empire, spreading Catholicism, and: protecting its land led to lasting cultural and economic changes in Texas."

"OWN, Independent: Model: Spain's goals in Texas led to changes that continued over time. The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas. This proves that Spanish: missions and presidios influenced Texas culture, religion, and economy for many years."

"DEFEND, Reflective: After sample: "Spain's goals in Texas led to lasting cultural and economic changes, including Spanish names, Catholic religion, and ranching." The stronger words tell the reader exactly what the writer: means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: Spain's goals of expanding its empire, spreading Catholicism, and protecting its land led • CHOOSE: • SHOW: • OWN: Model: Spain's goals in Texas led to changes that continued over time. The lasting effects of Spanish • DEFEND: After sample: "Spain's goals in Texas led to lasting cultural and economic changes, including Spanish

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did Spain's goals in Texas lead to changes that lasted over time? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did Spain's goals in Texas lead to changes that lasted over time?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 •
Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Spain's goals in Texas led to changes that continued over time. The lasting effects of Spanish rule include Spanish names, Catholic religion, and ranching in Texas. This proves that Spanish missions and presidios influenced Texas culture, religion, and economy for many years.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW

Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN

Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND

Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 12 of 36 • Module 4 • Cluster 2

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 3 • Module 1

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How does the Bill of Rights protect freedoms that people use every day?

Passage: "Our Rights, Our Voices"

Evidence: "The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 •
Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 1

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "The Bill of Rights gives people good freedoms."

B: "The Bill of Rights protects essential freedoms for every person."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 •
Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The Bill of Rights protects people by giving them important freedoms, including speech, religion, gathering, and fair trials.

Evidence: "The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 3 • Module 1



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How does the Bill of Rights protect freedoms that people use every day?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The Bill of Rights gives people good freedoms."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The Bill of Rights protects people by giving them important freedoms, including speech, religion, gathering, and fair trials. Evidence: "The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the Bill of Rights protects people by giving them important freedoms, including speech, religion, gathering, and fair trials.



OWN

Independent

Model: The Bill of Rights protects people by giving them important freedoms. The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials. This proves that people have rights that help them share ideas, practice beliefs, meet with others, and receive fair treatment in court.



DEFEND

Reflective

After sample: "The Bill of Rights protects essential freedoms for every person." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The Bill of Rights protects people by giving them important freedoms, including speech, religion, gathering, and fair trials. Evidence: "The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the Bill of Rights protects people by giving them important freedoms, including speech, religion, gathering, and fair trials."

"OWN, Independent: Model: The Bill of Rights protects people by giving them important freedoms. The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials. This proves that people have rights: that help them share ideas, practice beliefs, meet with others, and receive fair treatment in court."

"DEFEND, Reflective: After sample: "The Bill of Rights protects essential freedoms for every person." The stronger words: tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: The Bill of Rights protects people by giving them important freedoms, including speech, • CHOOSE: • SHOW: • OWN: Model: The Bill of Rights protects people by giving them important freedoms. The Bill of Rights • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How does the Bill of Rights protect freedoms that people use every day? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How does the Bill of Rights protect freedoms that people use every day?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 13 of 36 • Module 1 • Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The Bill of Rights protects people by giving them important freedoms. The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials. This proves that people have rights that help them share ideas, practice beliefs, meet with others, and receive fair treatment in court.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Retells a fact without answering the prompt.”

“CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation.”

“SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation.”

“OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves.”

“DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. · CHOOSE: States an idea but gives no evidence, or evidence with no explanation. · SHOW: States a central idea and gives one piece of evidence, with a simple explanation. · OWN: States a clear central idea, gives exact evidence, and explains what it proves. · DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

· WRITING · Standards Sweep Teaching Deck · Sheet 13 of 36 · Module 1 · Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 3 • Module 2

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 14 of 36 · Module 2 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Why did the writers of the Bill of Rights believe fairness should always be achieved?

Passage: “Our Rights, Our Voices”

Evidence: “The writers believed fairness should always be achieved and that rights belong to the people.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“”

▶ *Show or read the example:*

“”

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 •
Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 2

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "The writers wanted things to be fair for everyone."

B: "The writers insisted that every person should receive fair treatment."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 •
Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The writers believed fairness should always be achieved because rights belong to the people.

Evidence: "The writers believed fairness should always be achieved and that rights belong to the people."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 •
Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 3 • Module 2



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Why did the writers of the Bill of Rights believe fairness should always be achieved?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 •
Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The writers wanted things to be fair for everyone."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The writers believed fairness should always be achieved because rights belong to the people. Evidence: "The writers believed fairness should always be achieved and that rights belong to the people."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the writers believed fairness should always be achieved because rights belong to the people.



OWN

Independent

Model: The writers believed fairness should always be achieved because rights belong to the people. The writers believed fairness should always be achieved and that rights belong to the people. This proves that a fair government must respect the rights of all people.



DEFEND

Reflective

After sample: "The writers insisted that every person should receive fair treatment." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The writers believed fairness should always be achieved because rights belong to the people. Evidence: "The writers believed fairness should always be achieved and that rights belong to: the people.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the writers believed fairness should always be achieved because: rights belong to the people."

"OWN, Independent: Model: The writers believed fairness should always be achieved because rights belong to the people. The writers believed fairness should always be achieved and that rights belong to the people. This: proves that a fair government must respect the rights of all people."

"DEFEND, Reflective: After sample: "The writers insisted that every person should receive fair treatment." The stronger: words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: The writers believed fairness should always be achieved because rights belong to the • CHOOSE: • SHOW: • OWN: Model: The writers believed fairness should always be achieved because rights belong to the people. • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why did the writers of the Bill of Rights believe fairness should always be achieved? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why did the writers of the Bill of Rights believe fairness should always be achieved?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The writers believed fairness should always be achieved because rights belong to the people. The writers believed fairness should always be achieved and that rights belong to the people. This proves that a fair government must respect the rights of all people.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Retells a fact without answering the prompt.”

“CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation.”

“SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation.”

“OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves.”

“DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 14 of 36 • Module 2 • Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 3 • Module 3

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 15 of 36 · Module 3 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How do freedom of speech and freedom to gather help people use their voices?

Passage: "Our Rights, Our Voices"

Evidence: "The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 •
Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 3

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "People can talk and meet to say what they think."

B: "People can express their opinions and gather peacefully to make their voices heard."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 •
Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Freedom of speech and freedom to gather help people share ideas and work together to make their concerns heard.

Evidence: "The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 3 • Module 3



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How do freedom of speech and freedom to gather help people use their voices?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 •
Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "People can talk and meet to say what they think."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: Freedom of speech and freedom to gather help people share ideas and work together to make their concerns heard. Evidence: “The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials.”



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows freedom of speech and freedom to gather help people share ideas and work together to make their concerns heard.



OWN

Independent

Model: Freedom of speech and freedom to gather help people share ideas and work together. The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials. This proves that people can express their opinions and join with others to speak about important issues.



DEFEND

Reflective

After sample: “People can express their opinions and gather peacefully to make their voices heard.” The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's see the whole climb at once, how this idea grows from noticing all the way to defending.”

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

“NOTICE, Foundational: Central idea: Freedom of speech and freedom to gather help people share ideas and work together to make their concerns heard. Evidence: “The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials.”

“CHOOSE, Emergent: : ”

“SHOW, Visible: Explanation sample: This shows freedom of speech and freedom to gather help people share ideas: and work together to make their concerns heard.”

“OWN, Independent: Model: Freedom of speech and freedom to gather help people share ideas and work together. The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials. This proves that people: can express their opinions and join with others to speak about important issues.”

“DEFEND, Reflective: After sample: “People can express their opinions and gather peacefully to make their voices heard.”: the stronger words tell the reader exactly what the writer means, which shows stronger thinking.”

ANSWER KEY: NOTICE: Central idea: Freedom of speech and freedom to gather help people share ideas and work together to • CHOOSE: • SHOW: • OWN: Model: Freedom of speech and freedom to gather help people share ideas and work together. The Bill • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

“Do I have to be at DEFEND today?” No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How do freedom of speech and freedom to gather help people use their voices? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How do freedom of speech and freedom to gather help people use their voices?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 •
Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Freedom of speech and freedom to gather help people share ideas and work together. The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials. This proves that people can express their opinions and join with others to speak about important issues.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW

Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN

Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND

Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Retells a fact without answering the prompt.”

“CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation.”

“SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation.”

“OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves.”

“DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 15 of 36 • Module 3 • Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Our Rights, Our Voices.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 3 • Module 4

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 16 of 36 · Module 4 · Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Find the Central Idea and the Evidence

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 3 • Module 4

NOTICE, Foundational

TASK

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Why should a fair society protect both personal freedoms and fair trials?

Passage: “Our Rights, Our Voices”

Evidence: “The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

⌚ ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 4

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "A fair society lets people speak and have fair court decisions."

B: "A fair society protects expression and guarantees equal treatment in court."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 •
Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: A fair society should protect personal freedoms and fair trials because people need both a voice in public life and equal treatment under the law.

Evidence: "The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 3 • Module 4



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Why should a fair society protect both personal freedoms and fair trials?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 •
Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "A fair society lets people speak and have fair court decisions."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: A fair society should protect personal freedoms and fair trials because people need both a voice in public life and equal treatment under the law. Evidence: "The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows a fair society should protect personal freedoms and fair trials because people need both a voice in public life and equal treatment under the law.



OWN

Independent

Model: A fair society should protect personal freedoms and fair trials because people need both a voice in public life and equal treatment under the law. The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials. This proves that fairness requires protecting what people say and believe while also ensuring that courts treat them fairly.



DEFEND

Reflective

After sample: "A fair society protects expression and guarantees equal treatment in court." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: A fair society should protect personal freedoms and fair trials because people need both a voice in public life and equal treatment under the law. Evidence: "The Bill of Rights protects: freedoms like speech, religion, gathering, and fair trials.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows a fair society should protect personal freedoms and fair trials: because people need both a voice in public life and equal treatment under the law."

"OWN, Independent: Model: A fair society should protect personal freedoms and fair trials because people need both a voice in public life and equal treatment under the law. The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials. This proves that fairness requires protecting what people: say and believe while also ensuring that courts treat them fairly."

"DEFEND, Reflective: After sample: "A fair society protects expression and guarantees equal treatment in court." The: stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: A fair society should protect personal freedoms and fair trials because people need both • CHOOSE: • SHOW: • OWN: Model: A fair society should protect personal freedoms and fair trials because people need both a voice in public life and equal treatment under the law. The Bill of Rights protects freedoms like • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 • Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why should a fair society protect both personal freedoms and fair trials? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why should a fair society protect both personal freedoms and fair trials?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 •
Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

A fair society should protect personal freedoms and fair trials because people need both a voice in public life and equal treatment under the law. The Bill of Rights protects freedoms like speech, religion, gathering, and fair trials. This proves that fairness requires protecting what people say and believe while also ensuring that courts treat them fairly.



NOTICE
Foundational

Retells a fact without answering the prompt.



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States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Retells a fact without answering the prompt.”

“CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation.”

“SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation.”

“OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves.”

“DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 16 of 36 •
Module 4 • Cluster 3

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 4 • Module 1

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Which natural right gives people the strongest reason to expect fair treatment from their government?

Passage: “Words That Changed a Nation”

Evidence: “The Declaration of Independence argued that people have natural rights.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 •
Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 1

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "People have rights that matter."

B: "People have natural rights that every government should protect."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 •
Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The right to life gives people a strong reason to expect their government to protect them fairly.

Evidence: "The Declaration of Independence argued that people have natural rights."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 4 • Module 1



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Which natural right gives people the strongest reason to expect fair treatment from their government?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 •
Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "People have rights that matter."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The right to life gives people a strong reason to expect their government to protect them fairly. Evidence: "The Declaration of Independence argued that people have natural rights."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the right to life gives people a strong reason to expect their government to protect them fairly.



OWN

Independent

Model: The right to life gives people a strong reason to expect fair treatment from their government. The Declaration of Independence argued that people have natural rights. This proves that governments should protect rights that belong to every person.



DEFEND

Reflective

After sample: "People have natural rights that every government should protect." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The right to life gives people a strong reason to expect their government to protect them: fairly. Evidence: "The Declaration of Independence argued that people have natural rights.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the right to life gives people a strong reason to expect their: government to protect them fairly."

"OWN, Independent: Model: The right to life gives people a strong reason to expect fair treatment from their government. The Declaration of Independence argued that people have natural rights. This proves that: governments should protect rights that belong to every person."

"DEFEND, Reflective: After sample: "People have natural rights that every government should protect." The stronger words: tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: The right to life gives people a strong reason to expect fair treatment from their government. • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Which natural right gives people the strongest reason to expect fair treatment from their government? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Which natural right gives people the strongest reason to expect fair treatment from their government?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 • Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The right to life gives people a strong reason to expect fair treatment from their government. The Declaration of Independence argued that people have natural rights. This proves that governments should protect rights that belong to every person.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 17 of 36 •
Module 1 • Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 4 • Module 2

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 18 of 36 · Module 2 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Why should a government need the consent of the people?

Passage: “Words That Changed a Nation”

Evidence: “The Declaration of Independence argued that governments get power from the consent of the people.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 •
Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 2

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "The people should have a say."

B: "The people should give consent before a government uses power over them."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 •
Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: A government should need the consent of the people because its power comes from the people it serves.

Evidence: "The Declaration of Independence argued that governments get power from the consent of the people."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 4 • Module 2



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Why should a government need the consent of the people?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 •
Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The people should have a say."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: A government should need the consent of the people because its power comes from the people it serves. Evidence: "The Declaration of Independence argued that governments get power from the consent of the people."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows a government should need the consent of the people because its power comes from the people it serves.



OWN

Independent

Model: A government should need the consent of the people because its power comes from the people it serves. The Declaration of Independence argued that governments get power from the consent of the people. This proves that people should have a voice in the rules and leaders that govern them.



DEFEND

Reflective

After sample: "The people should give consent before a government uses power over them." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: A government should need the consent of the people because its power comes from the people it serves. Evidence: "The Declaration of Independence argued that governments get power: from the consent of the people.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows a government should need the consent of the people because its: power comes from the people it serves."

"OWN, Independent: Model: A government should need the consent of the people because its power comes from the people it serves. The Declaration of Independence argued that governments get power from the consent of the people. This proves that people should have a voice in the rules and leaders that: govern them."

"DEFEND, Reflective: After sample: "The people should give consent before a government uses power over them." The: stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: A government should need the consent of the people because its power comes from the • CHOOSE: • SHOW: • OWN: Model: A government should need the consent of the people because its power comes from the people it serves. The Declaration of Independence argued that governments get power from the • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 • Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why should a government need the consent of the people? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why should a government need the consent of the people?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 •
Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

A government should need the consent of the people because its power comes from the people it serves. The Declaration of Independence argued that governments get power from the consent of the people. This proves that people should have a voice in the rules and leaders that govern them.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Retells a fact without answering the prompt.”

“CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation.”

“SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation.”

“OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves.”

“DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 18 of 36 •
Module 2 • Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 4 • Module 3

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 19 of 36 ·
Module 3 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Find the Central Idea and the Evidence

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 4 • Module 3

NOTICE, Foundational

TASK

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: When is it reasonable for people to change their government?

Passage: “Words That Changed a Nation”

Evidence: “The Declaration of Independence argued that a government failing to protect rights can be changed.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

⌚ ~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 3

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "A bad government can be replaced."

B: "People can change a government that repeatedly refuses to protect their rights."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 •
Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: It is reasonable for people to change their government when it repeatedly fails to protect their natural rights.

Evidence: "The Declaration of Independence argued that a government failing to protect rights can be changed."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 4 • Module 3



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: When is it reasonable for people to change their government?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 •
Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "A bad government can be replaced."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 3



NOTICE
Foundational

Central idea: It is reasonable for people to change their government when it repeatedly fails to protect their natural rights. Evidence: "The Declaration of Independence argued that a government failing to protect rights can be changed."



CHOOSE
Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW
Visible

Explanation sample: This shows it is reasonable for people to change their government when it repeatedly fails to protect their natural rights.



OWN
Independent

Model: It is reasonable for people to change their government when it repeatedly fails to protect their natural rights. The Declaration of Independence argued that a government failing to protect rights can be changed. This proves that government power depends on protecting people, not on ruling them without limits.



DEFEND
Reflective

After sample: "People can change a government that repeatedly refuses to protect their rights." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

► Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: It is reasonable for people to change their government when it repeatedly fails to protect their natural rights. Evidence: 'The Declaration of Independence argued that a government failing to: protect rights can be changed.'"

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows it is reasonable for people to change their government when it: repeatedly fails to protect their natural rights."

"OWN, Independent: Model: It is reasonable for people to change their government when it repeatedly fails to protect their natural rights. The Declaration of Independence argued that a government failing to protect rights can be changed. This proves that government power depends on protecting people, not on ruling them: without limits."

"DEFEND, Reflective: After sample: 'People can change a government that repeatedly refuses to protect their rights.' The: stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: It is reasonable for people to change their government when it repeatedly fails to protect • CHOOSE: • SHOW: • OWN: Model: It is reasonable for people to change their government when it repeatedly fails to protect their natural rights. The Declaration of Independence argued that a government failing to protect rights can • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

When is it reasonable for people to change their government? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“When is it reasonable for people to change their government?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 •
Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

It is reasonable for people to change their government when it repeatedly fails to protect their natural rights. The Declaration of Independence argued that a government failing to protect rights can be changed. This proves that government power depends on protecting people, not on ruling them without limits.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW

Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN

Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND

Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 19 of 36 • Module 3 • Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in Words That Changed a Nation.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 4 • Module 4

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 20 of 36 ·
Module 4 · Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Which idea is most important to the argument in the Declaration of Independence, natural rights, consent of the people, or the right to change a failing government?

Passage: “Words That Changed a Nation”

Evidence: “The Declaration of Independence argued that people have natural rights, that governments get power from the consent of the people, and that a government failing to protect rights can be changed.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 •
Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 4

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "Natural rights are a big part of the argument."

B: "Natural rights form the foundation of the Declaration of Independence argument."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 •
Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The idea of natural rights is most important because it explains what governments must protect and why people may change them.

Evidence: "The Declaration of Independence argued that people have natural rights, that governments get power from the consent of the people, and that a government failing to protect rights can be changed."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Which idea is most important to the argument in the Declaration of Independence, natural rights, consent of the people, or the right to change a failing government?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "Natural rights are a big part of the argument."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The idea of natural rights is most important because it explains what governments must protect and why people may change them. Evidence: "The Declaration of Independence argued that people have natural rights, that governments get power from the consent of the people, and that a government failing to protect rights can be changed."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the idea of natural rights is most important because it explains what governments must protect and why people may change them.



OWN

Independent

Model: The idea of natural rights is most important because it explains what governments must protect and why people may change them. The Declaration of Independence argued that people have natural rights, that governments get power from the consent of the people, and that a government failing to protect rights can be changed. This proves that consent and the right to change government both depend on protecting the rights that belong to all people.



DEFEND

Reflective

After sample: "Natural rights form the foundation of the Declaration of Independence argument." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The idea of natural rights is most important because it explains what governments must protect and why people may change them. Evidence: "The Declaration of Independence argued that people have natural rights, that governments get power from the consent of the people, and that a: government failing to protect rights can be changed.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the idea of natural rights is most important because it explains what: governments must protect and why people may change them."

"OWN, Independent: Model: The idea of natural rights is most important because it explains what governments must protect and why people may change them. The Declaration of Independence argued that people have natural rights, that governments get power from the consent of the people, and that a government failing to protect rights can be changed. This proves that consent and the right to change government: both depend on protecting the rights that belong to all people."

"DEFEND, Reflective: After sample: "Natural rights form the foundation of the Declaration of Independence argument." The: stronger words tell the reader exactly what the writer means, which shows stronger thinking."

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 • Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

Show What You Know

Slide 9 of 10

Write your response, keep it short

Cluster 4 • Module 4

YOUR WRITING TASK

Which idea is most important to the argument in the Declaration of Independence, natural rights, consent of the people, or the right to change a failing government? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Which idea is most important to the argument in the Declaration of Independence, natural rights, consent of the people, or the right to change a failing government?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 20 of 36 ·
Module 4 · Cluster 4

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The idea of natural rights is most important because it explains what governments must protect and why people may change them. The Declaration of Independence argued that people have natural rights, that governments get power from the consent of the people, and that a government failing to protect rights can be changed. This proves that consent and the right to change government both depend on protecting the rights that belong to all people.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 20 of 36 •
Module 4 • Cluster 4

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.

TEKS, Writing Process & Writing Genre

- | | |
|-------------------|--|
| 11(B)(iii) | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| 12(B)(i) | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea. |

ELPS Breakouts

- | | |
|-----------------|--|
| 4(C)(ii) | (Content-Area Vocabulary) Write using content-area vocabulary. |
| 4(F)(ix) | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| 4(G) | (Narrate and Explain) Write with increasing accuracy for a specific purpose. |
| 5(B) | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ *Let a student or two share, then bring their attention to today's title on the board.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 5 • Module 1

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: What did the three fifths compromise do at the Constitutional Convention?

Passage: “A Difficult Compromise”

Evidence: “The three fifths compromise counted enslaved people as three fifths for representation.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 •
Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 5 • Module 1

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "The compromise counted some people in a weird way."

B: "The three fifths compromise counted enslaved people as three fifths for representation."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

🕒 ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 •
Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The three fifths compromise counted enslaved people as three fifths when states counted people for representation.

Evidence: "The three fifths compromise counted enslaved people as three fifths for representation."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 5 • Module 1



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: What did the three fifths compromise do at the Constitutional Convention?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The compromise counted some people in a weird way."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 5 • Module 1



NOTICE
Foundational

Central idea: The three fifths compromise counted enslaved people as three fifths when states counted people for representation. Evidence: "The three fifths compromise counted enslaved people as three fifths for representation."



CHOOSE
Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW
Visible

Explanation sample: This shows the three fifths compromise counted enslaved people as three fifths when states counted people for representation.



OWN
Independent

Model: The three fifths compromise counted enslaved people as three fifths when states counted people for representation. The three fifths compromise counted enslaved people as three fifths for representation. This shows that the agreement created a rule for deciding how many representatives each state would have.



DEFEND
Reflective

After sample: "The three fifths compromise counted enslaved people as three fifths for representation." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

► Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The three fifths compromise counted enslaved people as three fifths when states counted people for representation. Evidence: "The three fifths compromise counted enslaved people: as three fifths for representation.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the three fifths compromise counted enslaved people as three fifths: when states counted people for representation."

"OWN, Independent: Model: The three fifths compromise counted enslaved people as three fifths when states counted people for representation. The three fifths compromise counted enslaved people as three fifths for representation. This shows that the agreement created a rule for deciding how many representatives: each state would have."

"DEFEND, Reflective: After sample: "The three fifths compromise counted enslaved people as three fifths for representation." The stronger words tell the reader exactly what the writer means, which shows: stronger thinking."

ANSWER KEY: NOTICE: Central idea: The three fifths compromise counted enslaved people as three fifths when states • CHOOSE: • SHOW: • OWN: Model: The three fifths compromise counted enslaved people as three fifths when states counted people for representation. The three fifths compromise counted enslaved people as three fifths for • DEFEND: After sample: "The three fifths compromise counted enslaved people as three fifths for

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 •
Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

What did the three fifths compromise do at the Constitutional Convention? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“What did the three fifths compromise do at the Constitutional Convention?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 • Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The three fifths compromise counted enslaved people as three fifths when states counted people for representation. The three fifths compromise counted enslaved people as three fifths for representation. This shows that the agreement created a rule for deciding how many representatives each state would have.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 21 of 36 •
Module 1 • Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 5 • Module 2

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 22 of 36 · Module 2 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How did the three fifths compromise settle an argument at the Constitutional Convention?

Passage: "A Difficult Compromise"

Evidence: "The compromise settled an argument between states at the Constitutional Convention."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 •
Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 5 • Module 2

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "It fixed the states' argument."

B: "It settled an argument between states at the Constitutional Convention by creating a rule for representation."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 •
Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The compromise settled an argument because it gave the states a rule for counting enslaved people when deciding representation.

Evidence: "The compromise settled an argument between states at the Constitutional Convention."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 5 • Module 2



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did the three fifths compromise settle an argument at the Constitutional Convention?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "It fixed the states' argument."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE
Foundational

Central idea: The compromise settled an argument because it gave the states a rule for counting enslaved people when deciding representation. Evidence: "The compromise settled an argument between states at the Constitutional Convention."



CHOOSE
Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW
Visible

Explanation sample: This shows the compromise settled an argument because it gave the states a rule for counting enslaved people when deciding representation.



OWN
Independent

Model: The compromise settled an argument because it gave the states a rule for counting enslaved people when deciding representation. The compromise settled an argument between states at the Constitutional Convention. This proves that the agreement helped the delegates reach a decision about representation.



DEFEND
Reflective

After sample: "It settled an argument between states at the Constitutional Convention by creating a rule for representation." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

► Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The compromise settled an argument because it gave the states a rule for counting enslaved people when deciding representation. Evidence: "The compromise settled an argument: between states at the Constitutional Convention.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the compromise settled an argument because it gave the states a rule for counting enslaved people when deciding representation."

"OWN, Independent: Model: The compromise settled an argument because it gave the states a rule for counting enslaved people when deciding representation. The compromise settled an argument between states at the Constitutional Convention. This proves that the agreement helped the delegates reach a decision: about representation."

"DEFEND, Reflective: After sample: "It settled an argument between states at the Constitutional Convention by creating a rule for representation." The stronger words tell the reader exactly what the writer means, which: shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: The compromise settled an argument because it gave the states a rule for counting • CHOOSE: • SHOW: • OWN: Model: The compromise settled an argument because it gave the states a rule for counting enslaved people when deciding representation. The compromise settled an argument between states at the Constitutional Convention. This proves that the agreement helped the delegates reach a decision: about representation. • DEFEND: After sample: "It settled an argument between states at the Constitutional Convention by creating a

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did the three fifths compromise settle an argument at the Constitutional Convention? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did the three fifths compromise settle an argument at the Constitutional Convention?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The compromise settled an argument because it gave the states a rule for counting enslaved people when deciding representation. The compromise settled an argument between states at the Constitutional Convention. This proves that the agreement helped the delegates reach a decision about representation.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW

Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN

Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND

Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 22 of 36 • Module 2 • Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.

TEKS, Writing Process & Writing Genre

- | | |
|-------------------|--|
| 11(B)(iii) | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| 12(B)(i) | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea. |

ELPS Breakouts

- | | |
|-----------------|--|
| 4(C)(ii) | (Content-Area Vocabulary) Write using content-area vocabulary. |
| 4(F)(ix) | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| 4(G) | (Narrate and Explain) Write with increasing accuracy for a specific purpose. |
| 5(B) | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 5 • Module 3

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 23 of 36 ·
Module 3 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Why did the three fifths compromise fail to solve the deeper problem of slavery?

Passage: "A Difficult Compromise"

Evidence: "The compromise left the deeper problem of slavery unsolved."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 •
Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 5 • Module 3

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "It did not fix slavery."

B: "It left the deeper problem of slavery unsolved."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 •
Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The three fifths compromise failed to solve slavery because it only created a rule for representation and did not end slavery.

Evidence: "The compromise left the deeper problem of slavery unsolved."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 5 • Module 3



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Why did the three fifths compromise fail to solve the deeper problem of slavery?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "It did not fix slavery."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The three fifths compromise failed to solve slavery because it only created a rule for representation and did not end slavery. Evidence: "The compromise left the deeper problem of slavery unsolved."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the three fifths compromise failed to solve slavery because it only created a rule for representation and did not end slavery.



OWN

Independent

Model: The three fifths compromise failed to solve slavery because it only created a rule for representation and did not end slavery. The compromise left the deeper problem of slavery unsolved. This shows that settling an argument about representation did not remove the injustice of slavery.



DEFEND

Reflective

After sample: "It left the deeper problem of slavery unsolved." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The three fifths compromise failed to solve slavery because it only created a rule for representation and did not end slavery. Evidence: "The compromise left the deeper problem of slavery: unsolved.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the three fifths compromise failed to solve slavery because it only: created a rule for representation and did not end slavery."

"OWN, Independent: Model: The three fifths compromise failed to solve slavery because it only created a rule for representation and did not end slavery. The compromise left the deeper problem of slavery unsolved.: this shows that settling an argument about representation did not remove the injustice of slavery."

"DEFEND, Reflective: After sample: "It left the deeper problem of slavery unsolved." The stronger words tell the reader: exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: The three fifths compromise failed to solve slavery because it only created a rule for • CHOOSE: • SHOW: • OWN: Model: The three fifths compromise failed to solve slavery because it only created a rule for • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why did the three fifths compromise fail to solve the deeper problem of slavery? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why did the three fifths compromise fail to solve the deeper problem of slavery?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 23 of 36 · Module 3 · Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

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Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

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“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

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This item shows independent transfer of today's thinking job. Let students respond without prompting.

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MODEL ANSWER

The three fifths compromise failed to solve slavery because it only created a rule for representation and did not end slavery. The compromise left the deeper problem of slavery unsolved. This shows that settling an argument about representation did not remove the injustice of slavery.



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Retells a fact without answering the prompt.



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TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

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▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

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"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 23 of 36 • Module 3 • Cluster 5

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Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.

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- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
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- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Difficult Compromise.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 5 • Module 4

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 24 of 36 · Module 4 · Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How could the three fifths compromise be a short term agreement and an incomplete solution?

Passage: “A Difficult Compromise”

Evidence: “The compromise settled an argument but left the deeper problem of slavery unsolved.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 •
Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 5 • Module 4

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "It was a deal, but it did not solve everything."

B: "The compromise settled an argument about representation but left the deeper problem of slavery unsolved."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 •
Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The compromise was a short term agreement about representation, but it was incomplete because it left the deeper problem of slavery unsolved.

Evidence: "The compromise settled an argument but left the deeper problem of slavery unsolved."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 5 • Module 4



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How could the three fifths compromise be a short term agreement and an incomplete solution?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 •
Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "It was a deal, but it did not solve everything."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The compromise was a short term agreement about representation, but it was incomplete because it left the deeper problem of slavery unsolved. Evidence: "The compromise settled an argument but left the deeper problem of slavery unsolved."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the compromise was a short term agreement about representation, but it was incomplete because it left the deeper problem of slavery unsolved.



OWN

Independent

Model: The compromise was a short term agreement about representation, but it was incomplete because it left the deeper problem of slavery unsolved. The compromise settled an argument but left the deeper problem of slavery unsolved. This proves that the agreement solved one political problem without solving the larger moral problem of slavery.



DEFEND

Reflective

After sample: "The compromise settled an argument about representation but left the deeper problem of slavery unsolved." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The compromise was a short term agreement about representation, but it was incomplete because it left the deeper problem of slavery unsolved. Evidence: 'The compromise: settled an argument but left the deeper problem of slavery unsolved.'"

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the compromise was a short term agreement about representation, but it was incomplete because it left the deeper problem of slavery unsolved."

"OWN, Independent: Model: The compromise was a short term agreement about representation, but it was incomplete because it left the deeper problem of slavery unsolved. The compromise settled an argument but left the deeper problem of slavery unsolved. This proves that the agreement solved one political problem: without solving the larger moral problem of slavery."

"DEFEND, Reflective: After sample: 'The compromise settled an argument about representation but left the deeper problem of slavery unsolved.' The stronger words tell the reader exactly what the writer means, which shows: stronger thinking."

ANSWER KEY: NOTICE: Central idea: The compromise was a short term agreement about representation, but it was • CHOOSE: • SHOW: • OWN: Model: The compromise was a short term agreement about representation, but it was incomplete because it left the deeper problem of slavery unsolved. The compromise settled an argument but left • DEFEND: After sample: "The compromise settled an argument about

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How could the three fifths compromise be a short term agreement and an incomplete solution? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How could the three fifths compromise be a short term agreement and an incomplete solution?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The compromise was a short term agreement about representation, but it was incomplete because it left the deeper problem of slavery unsolved. The compromise settled an argument but left the deeper problem of slavery unsolved. This proves that the agreement solved one political problem without solving the larger moral problem of slavery.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's check our writing against the five levels, from noticing all the way to defending.”

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

“NOTICE, Foundational: Retells a fact without answering the prompt.”

“CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation.”

“SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation.”

“OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves.”

“DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.”

“Remember this all week: the stronger the reason behind your writing choice, the higher you climb.”

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 24 of 36 • Module 4 • Cluster 5

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

“What if I did most of it but not the reason?” That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 6 • Module 1

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Why does civic participation matter in a community?

Passage: “A Voice in the Community”

Evidence: “Leaders’ decisions affect daily life.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let’s warm up our writer’s eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 •
Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 6 • Module 1

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "People should speak up because leaders do things that matter."

B: "People should participate because leaders make decisions that affect their daily lives."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 •
Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Civic participation matters because leaders make decisions that affect people's daily lives.

Evidence: "Leaders' decisions affect daily life."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 6 • Module 1



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Why does civic participation matter in a community?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "People should speak up because leaders do things that matter."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.

ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 6 • Module 1



NOTICE
Foundational

Central idea: Civic participation matters because leaders make decisions that affect people's daily lives. Evidence: "Leaders' decisions affect daily life."



CHOOSE
Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW
Visible

Explanation sample: This shows civic participation matters because leaders make decisions that affect people's daily lives.



OWN
Independent

Model: Civic participation matters because leaders make decisions that affect people's daily lives. Leaders' decisions affect daily life. This proves that people should take part in their communities so their voices can help guide those decisions.



DEFEND
Reflective

After sample: "People should participate because leaders make decisions that affect their daily lives." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: Civic participation matters because leaders make decisions that affect people's daily lives. Evidence: "Leaders' decisions affect daily life.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows civic participation matters because leaders make decisions that: affect people's daily lives."

"OWN, Independent: Model: Civic participation matters because leaders make decisions that affect people's daily lives. Leaders' decisions affect daily life. This proves that people should take part in their communities so: their voices can help guide those decisions."

"DEFEND, Reflective: After sample: "People should participate because leaders make decisions that affect their daily lives.": the stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: Civic participation matters because leaders make decisions that affect people's daily lives. • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why does civic participation matter in a community? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why does civic participation matter in a community?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 •
Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Civic participation matters because leaders make decisions that affect people's daily lives. Leaders' decisions affect daily life. This proves that people should take part in their communities so their voices can help guide those decisions.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 25 of 36 • Module 1 • Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 6 • Module 2

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 26 of 36 · Module 2 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How do voting, meetings, and volunteering give people a voice in their community?

Passage: "A Voice in the Community"

Evidence: "Voting, meetings, and volunteering give people a voice."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 •
Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 6 • Module 2

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "People can help by doing community stuff."

B: "People can strengthen their community by voting, attending meetings, and volunteering."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 •
Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Voting, attending meetings, and volunteering give people important ways to share ideas and improve their community.

Evidence: "Voting, meetings, and volunteering give people a voice."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 6 • Module 2



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How do voting, meetings, and volunteering give people a voice in their community?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "People can help by doing community stuff."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: Voting, attending meetings, and volunteering give people important ways to share ideas and improve their community. Evidence: "Voting, meetings, and volunteering give people a voice."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows voting, attending meetings, and volunteering give people important ways to share ideas and improve their community.



OWN

Independent

Model: Voting, attending meetings, and volunteering give people important ways to share ideas and improve their community. Voting, meetings, and volunteering give people a voice. These actions prove that community members can express their opinions and help solve local problems.



DEFEND

Reflective

After sample: "People can strengthen their community by voting, attending meetings, and volunteering." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: Voting, attending meetings, and volunteering give people important ways to share ideas and improve their community. Evidence: "Voting, meetings, and volunteering give people a voice.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows voting, attending meetings, and volunteering give people important: ways to share ideas and improve their community."

"OWN, Independent: Model: Voting, attending meetings, and volunteering give people important ways to share ideas and improve their community. Voting, meetings, and volunteering give people a voice. These actions: prove that community members can express their opinions and help solve local problems."

"DEFEND, Reflective: After sample: "People can strengthen their community by voting, attending meetings, and volunteering." The stronger words tell the reader exactly what the writer means, which shows stronger: thinking."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: Voting, attending meetings, and volunteering give people important ways to share ideas and • DEFEND: After sample: "People can strengthen their community by voting, attending meetings, and

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How do voting, meetings, and volunteering give people a voice in their community? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How do voting, meetings, and volunteering give people a voice in their community?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 26 of 36 • Module 2 • Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Voting, attending meetings, and volunteering give people important ways to share ideas and improve their community. Voting, meetings, and volunteering give people a voice. These actions prove that community members can express their opinions and help solve local problems.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. · CHOOSE: States an idea but gives no evidence, or evidence with no explanation. · SHOW: States a central idea and gives one piece of evidence, with a simple explanation. · OWN: States a clear central idea, gives exact evidence, and explains what it proves. · DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

· WRITING · Standards Sweep Teaching Deck · Sheet 26 of 36 · Module 2 · Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 6 • Module 3

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 27 of 36 · Module 3 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Why can young people and small actions make a difference in a community?

Passage: “A Voice in the Community”

Evidence: “Even young people and small actions can shape a community.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 •
Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 6 • Module 3

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "Kids can do little things that help."

B: "Young people can take meaningful actions that improve their communities."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 •
Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Young people can shape their communities because small actions can influence others and create positive change.

Evidence: "Even young people and small actions can shape a community."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 6 • Module 3



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Why can young people and small actions make a difference in a community?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 •
Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "Kids can do little things that help."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE
Foundational

Central idea: Young people can shape their communities because small actions can influence others and create positive change. Evidence: "Even young people and small actions can shape a community."



CHOOSE
Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW
Visible

Explanation sample: This shows young people can shape their communities because small actions can influence others and create positive change.



OWN
Independent

Model: Young people can shape their communities because small actions can influence others and create positive change. Even young people and small actions can shape a community. This proves that age does not prevent someone from helping solve problems and making the community better.



DEFEND
Reflective

After sample: "Young people can take meaningful actions that improve their communities." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

► Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: Young people can shape their communities because small actions can influence others and create positive change. Evidence: "Even young people and small actions can shape a community.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows young people can shape their communities because small actions: can influence others and create positive change."

"OWN, Independent: Model: Young people can shape their communities because small actions can influence others and create positive change. Even young people and small actions can shape a community. This proves: that age does not prevent someone from helping solve problems and making the community better."

"DEFEND, Reflective: After sample: "Young people can take meaningful actions that improve their communities." The: stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: Young people can shape their communities because small actions can influence others • CHOOSE: • SHOW: • OWN: Model: Young people can shape their communities because small actions can influence others and • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Why can young people and small actions make a difference in a community? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Why can young people and small actions make a difference in a community?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Young people can shape their communities because small actions can influence others and create positive change. Even young people and small actions can shape a community. This proves that age does not prevent someone from helping solve problems and making the community better.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW

Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN

Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND

Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 27 of 36 • Module 3 • Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in A Voice in the Community.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 6 • Module 4

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 28 of 36 · Module 4 · Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: Which form of civic participation is the best way for people to make their voices heard, voting, meetings, or volunteering?

Passage: “A Voice in the Community”

Evidence: “Leaders' decisions affect daily life.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 •
Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 6 • Module 4

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "Meetings are probably the best because people can talk to leaders."

B: "Community meetings are the strongest choice because residents can present ideas directly to leaders who make important decisions."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 •
Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Attending community meetings is the best way to make a voice heard because people can share ideas directly with leaders and learn about decisions that affect daily life.

Evidence: "Leaders' decisions affect daily life."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: Which form of civic participation is the best way for people to make their voices heard, voting, meetings, or volunteering?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "Meetings are probably the best because people can talk to leaders."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: Attending community meetings is the best way to make a voice heard because people can share ideas directly with leaders and learn about decisions that affect daily life. Evidence: "Leaders' decisions affect daily life."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows attending community meetings is the best way to make a voice heard because people can share ideas directly with leaders and learn about decisions that affect daily life.



OWN

Independent

Model: Attending community meetings is the best way to make a voice heard because people can share ideas directly with leaders and learn about decisions that affect daily life. Leaders' decisions affect daily life. This proves that meetings can connect community members with the leaders who make important choices.



DEFEND

Reflective

After sample: "Community meetings are the strongest choice because residents can present ideas directly to leaders who make important decisions." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: Attending community meetings is the best way to make a voice heard because people can share ideas directly with leaders and learn about decisions that affect daily life. Evidence: "Leaders' decisions affect daily life."

"CHOOSE, Emergent: "

"SHOW, Visible: Explanation sample: This shows attending community meetings is the best way to make a voice heard because people can share ideas directly with leaders and learn about decisions that affect daily: life."

"OWN, Independent: Model: Attending community meetings is the best way to make a voice heard because people can share ideas directly with leaders and learn about decisions that affect daily life. Leaders' decisions affect daily life. This proves that meetings can connect community members with the leaders who: make important choices."

"DEFEND, Reflective: After sample: "Community meetings are the strongest choice because residents can present ideas directly to leaders who make important decisions." The stronger words tell the reader exactly what the: writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: Attending community meetings is the best way to make a voice heard because people • CHOOSE: • SHOW: Explanation sample: This shows attending community meetings is the best way to make a voice • OWN: Model: Attending community meetings is the best way to make a voice heard because people

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

Which form of civic participation is the best way for people to make their voices heard, voting, meetings, or volunteering? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“Which form of civic participation is the best way for people to make their voices heard, voting, meetings, or volunteering?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Attending community meetings is the best way to make a voice heard because people can share ideas directly with leaders and learn about decisions that affect daily life. Leaders' decisions affect daily life. This proves that meetings can connect community members with the leaders who make important choices.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 28 of 36 • Module 4 • Cluster 6

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 7 • Module 1

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How can one question begin a movement for change?

Passage: “One Voice Can Start a Wave”

Evidence: “The colonists' questions about unfair taxes spread and united them for change.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 •
Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 7 • Module 1

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "The question made people care."

B: "The question encouraged people to recognize an unfair problem."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 •
Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: One question can begin a movement when it causes people to think about a problem and join together.

Evidence: "The colonists' questions about unfair taxes spread and united them for change."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 7 • Module 1



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How can one question begin a movement for change?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The question made people care."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: One question can begin a movement when it causes people to think about a problem and join together. Evidence: "The colonists' questions about unfair taxes spread and united them for change."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows one question can begin a movement when it causes people to think about a problem and join together.



OWN

Independent

Model: One question can begin a movement when it causes people to think about a problem and join together. The colonists' questions about unfair taxes spread and united them for change. This proves that one voice can inspire many people to work for the same goal.



DEFEND

Reflective

After sample: "The question encouraged people to recognize an unfair problem." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: One question can begin a movement when it causes people to think about a problem and join together. Evidence: "The colonists' questions about unfair taxes spread and united them for: change.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows one question can begin a movement when it causes people to think: about a problem and join together."

"OWN, Independent: Model: One question can begin a movement when it causes people to think about a problem and join together. The colonists' questions about unfair taxes spread and united them for change. This proves: that one voice can inspire many people to work for the same goal."

"DEFEND, Reflective: After sample: "The question encouraged people to recognize an unfair problem." The stronger words: tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: One question can begin a movement when it causes people to think about a problem • CHOOSE: • SHOW: • OWN: Model: One question can begin a movement when it causes people to think about a problem and join • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How can one question begin a movement for change? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How can one question begin a movement for change?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

One question can begin a movement when it causes people to think about a problem and join together. The colonists' questions about unfair taxes spread and united them for change. This proves that one voice can inspire many people to work for the same goal.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 29 of 36 • Module 1 • Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 7 • Module 2

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 30 of 36 · Module 2 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How did the colonists' questions help more people join together?

Passage: "One Voice Can Start a Wave"

Evidence: "The colonists' questions about unfair taxes spread and united them for change."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 •
Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 7 • Module 2

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "The questions got around."

B: "The questions spread among the colonists and increased their awareness."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 •
Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The colonists' questions helped more people join together because the questions spread awareness of unfair taxes.

Evidence: "The colonists' questions about unfair taxes spread and united them for change."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 7 • Module 2



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did the colonists' questions help more people join together?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The questions got around."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

"

▶ Show or read the example:

"

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The colonists' questions helped more people join together because the questions spread awareness of unfair taxes. Evidence: "The colonists' questions about unfair taxes spread and united them for change."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the colonists' questions helped more people join together because the questions spread awareness of unfair taxes.



OWN

Independent

Model: The colonists' questions helped more people join together because the questions spread awareness of unfair taxes. The colonists' questions about unfair taxes spread and united them for change. This shows that sharing a concern can connect people who want to solve the same problem.



DEFEND

Reflective

After sample: "The questions spread among the colonists and increased their awareness." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The colonists' questions helped more people join together because the questions spread awareness of unfair taxes. Evidence: "The colonists' questions about unfair taxes spread and: united them for change.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the colonists' questions helped more people join together because: the questions spread awareness of unfair taxes."

"OWN, Independent: Model: The colonists' questions helped more people join together because the questions spread awareness of unfair taxes. The colonists' questions about unfair taxes spread and united them for: change. This shows that sharing a concern can connect people who want to solve the same problem."

"DEFEND, Reflective: After sample: "The questions spread among the colonists and increased their awareness." The: stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: The colonists' questions helped more people join together because the questions • CHOOSE: • SHOW: • OWN: Model: The colonists' questions helped more people join together because the questions spread • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did the colonists' questions help more people join together? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did the colonists' questions help more people join together?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 30 of 36 · Module 2 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The colonists' questions helped more people join together because the questions spread awareness of unfair taxes. The colonists' questions about unfair taxes spread and united them for change. This shows that sharing a concern can connect people who want to solve the same problem.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW

Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN

Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND

Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 30 of 36 • Module 2 • Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.

TEKS, Writing Process & Writing Genre

- | | |
|-------------------|--|
| 11(B)(iii) | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| 12(B)(i) | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea. |

ELPS Breakouts

- | | |
|-----------------|--|
| 4(C)(ii) | (Content-Area Vocabulary) Write using content-area vocabulary. |
| 4(F)(ix) | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| 4(G) | (Narrate and Explain) Write with increasing accuracy for a specific purpose. |
| 5(B) | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 7 • Module 3

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 31 of 36 · Module 3 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: What caused the colonists to unite for change?

Passage: “One Voice Can Start a Wave”

Evidence: “The colonists' questions about unfair taxes spread and united them for change.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

“ ” = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“ ”

▶ Show or read the example:

“ ”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 •
Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 7 • Module 3

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "The colonists wanted things to change because taxes were bad."

B: "The colonists sought change because they believed the taxes were unfair."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 •
Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The colonists united for change after their shared questions revealed that the taxes were unfair.

Evidence: "The colonists' questions about unfair taxes spread and united them for change."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 7 • Module 3



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: What caused the colonists to unite for change?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 •
Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The colonists wanted things to change because taxes were bad."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The colonists united for change after their shared questions revealed that the taxes were unfair. Evidence: "The colonists' questions about unfair taxes spread and united them for change."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the colonists united for change after their shared questions revealed that the taxes were unfair.



OWN

Independent

Model: The colonists united for change after their shared questions revealed that the taxes were unfair. The colonists' questions about unfair taxes spread and united them for change. This proves that recognizing the same unfair treatment can lead people to act together.



DEFEND

Reflective

After sample: "The colonists sought change because they believed the taxes were unfair." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The colonists united for change after their shared questions revealed that the taxes were unfair. Evidence: "The colonists' questions about unfair taxes spread and united them for: change.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the colonists united for change after their shared questions revealed: that the taxes were unfair."

"OWN, Independent: Model: The colonists united for change after their shared questions revealed that the taxes were unfair. The colonists' questions about unfair taxes spread and united them for change. This proves: that recognizing the same unfair treatment can lead people to act together."

"DEFEND, Reflective: After sample: "The colonists sought change because they believed the taxes were unfair." The: stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: The colonists united for change after their shared questions revealed that the taxes • CHOOSE: • SHOW: • OWN: Model: The colonists united for change after their shared questions revealed that the taxes were • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 • Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

What caused the colonists to unite for change? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“What caused the colonists to unite for change?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 31 of 36 ·
Module 3 · Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The colonists united for change after their shared questions revealed that the taxes were unfair. The colonists' questions about unfair taxes spread and united them for change. This proves that recognizing the same unfair treatment can lead people to act together.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 31 of 36 •
Module 3 • Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ *Let students share a quick example, then bring their attention to today's title.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in One Voice Can Start a Wave.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 7 • Module 4

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 32 of 36 · Module 4 · Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

Find the Central Idea and the Evidence

Slide 3 of 10

NOTICE • Foundational thinking

Cluster 7 • Module 4

NOTICE, Foundational

TASK

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: What does the colonists' experience teach about how movements grow?

Passage: "One Voice Can Start a Wave"

Evidence: "The colonists' questions about unfair taxes spread and united them for change."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

⌚ ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 7 • Module 4

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "A movement gets bigger when people agree."

B: "A movement gains strength when people unite around a shared concern."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 •
Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: The colonists' experience teaches that movements grow when people share important questions and unite around a common need for change.

Evidence: "The colonists' questions about unfair taxes spread and united them for change."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 7 • Module 4



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: What does the colonists' experience teach about how movements grow?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 •
Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "A movement gets bigger when people agree."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: The colonists' experience teaches that movements grow when people share important questions and unite around a common need for change. Evidence: "The colonists' questions about unfair taxes spread and united them for change."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows the colonists' experience teaches that movements grow when people share important questions and unite around a common need for change.



OWN

Independent

Model: The colonists' experience teaches that movements grow when people share important questions and unite around a common need for change. The colonists' questions about unfair taxes spread and united them for change. This proves that a movement can begin with one concern and become stronger as more people support it.



DEFEND

Reflective

After sample: "A movement gains strength when people unite around a shared concern." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: The colonists' experience teaches that movements grow when people share important questions and unite around a common need for change. Evidence: "The colonists' questions about: unfair taxes spread and united them for change.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows the colonists' experience teaches that movements grow when people: share important questions and unite around a common need for change."

"OWN, Independent: Model: The colonists' experience teaches that movements grow when people share important questions and unite around a common need for change. The colonists' questions about unfair taxes spread and united them for change. This proves that a movement can begin with one concern and: become stronger as more people support it."

"DEFEND, Reflective: After sample: "A movement gains strength when people unite around a shared concern." The stronger: words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: The colonists' experience teaches that movements grow when people share important • CHOOSE: • SHOW: • OWN: Model: The colonists' experience teaches that movements grow when people share important questions and unite around a common need for change. The colonists' questions about unfair taxes • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 • Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

What does the colonists' experience teach about how movements grow? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“What does the colonists' experience teach about how movements grow?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 •
Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

The colonists' experience teaches that movements grow when people share important questions and unite around a common need for change. The colonists' questions about unfair taxes spread and united them for change. This proves that a movement can begin with one concern and become stronger as more people support it.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

▶ Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 32 of 36 •
Module 4 • Cluster 7

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Think about the last time you had to decide how to tell someone something, a story, an explanation, an opinion. Writers make that same choice every time they pick up a pencil.”

▶ Let a student or two share, then bring their attention to today's title on the board.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 8 • Module 1

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES • SLIDE 2 OF 10 • This Week's Target • I Will / I Can

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: What question can begin a movement for change in a nation?

Passage: "From Protest to Participation"

Evidence: "The movement began when people asked whether all citizens were being treated fairly."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

⌚ ~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 8 • Module 1

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "People wondered if the problem was fair."

B: "Citizens questioned whether the unfair condition should continue."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 •
Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'



SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: Change can begin when people ask whether a rule or condition is fair.

Evidence: "The movement began when people asked whether all citizens were being treated fairly."

Explanation: _____



YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 8 • Module 1



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: What question can begin a movement for change in a nation?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "People wondered if the problem was fair."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE
Foundational

Central idea: Change can begin when people ask whether a rule or condition is fair. Evidence: "The movement began when people asked whether all citizens were being treated fairly."



CHOOSE
Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW
Visible

Explanation sample: This shows change can begin when people ask whether a rule or condition is fair.



OWN
Independent

Model: Change can begin when people ask whether a rule or condition is fair. The movement began when people asked whether all citizens were being treated fairly. This question helped people recognize a problem and think about how they could change it.



DEFEND
Reflective

After sample: "Citizens questioned whether the unfair condition should continue." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: Change can begin when people ask whether a rule or condition is fair. Evidence: "The: movement began when people asked whether all citizens were being treated fairly.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows change can begin when people ask whether a rule or condition is: fair."

"OWN, Independent: Model: Change can begin when people ask whether a rule or condition is fair. The movement began when people asked whether all citizens were being treated fairly. This question helped people: recognize a problem and think about how they could change it."

"DEFEND, Reflective: After sample: "Citizens questioned whether the unfair condition should continue." The stronger words: tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: • CHOOSE: • SHOW: • OWN: Model: Change can begin when people ask whether a rule or condition is fair. The movement began • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

What question can begin a movement for change in a nation? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“What question can begin a movement for change in a nation?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

Change can begin when people ask whether a rule or condition is fair. The movement began when people asked whether all citizens were being treated fairly. This question helped people recognize a problem and think about how they could change it.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW

Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN

Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND

Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 33 of 36 • Module 1 • Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Every year from now on, someone is going to hand you a writing job and expect you to know what to do with it. Today we build the skill that makes that easy.”

▶ *Pause briefly, then reveal today's title and objective.*

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.”

▶ *Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.*

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 8 • Module 2

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 34 of 36 · Module 2 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How did people use protests and boycotts to seek change?

Passage: "From Protest to Participation"

Evidence: "People protested and boycotted businesses to show that they would not support unfair treatment."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 •
Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 8 • Module 2

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "People did things to change the problem."

B: "Citizens organized protests and boycotts to challenge unfair treatment."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 •
Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: People used organized protests and boycotts to call attention to unfair treatment and pressure others to respond.

Evidence: "People protested and boycotted businesses to show that they would not support unfair treatment."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 8 • Module 2



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did people use protests and boycotts to seek change?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.

**DEFEND, Reflective****TASK**

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "People did things to change the problem."

After: _____

**YOUR TURN**

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: People used organized protests and boycotts to call attention to unfair treatment and pressure others to respond. Evidence: "People protested and boycotted businesses to show that they would not support unfair treatment."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows people used organized protests and boycotts to call attention to unfair treatment and pressure others to respond.



OWN

Independent

Model: People used organized protests and boycotts to call attention to unfair treatment and pressure others to respond. People protested and boycotted businesses to show that they would not support unfair treatment. These actions made the problem more visible and encouraged leaders and businesses to make changes.



DEFEND

Reflective

After sample: "Citizens organized protests and boycotts to challenge unfair treatment." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: People used organized protests and boycotts to call attention to unfair treatment and pressure others to respond. Evidence: "People protested and boycotted businesses to show that they: would not support unfair treatment.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows people used organized protests and boycotts to call attention to: unfair treatment and pressure others to respond."

"OWN, Independent: Model: People used organized protests and boycotts to call attention to unfair treatment and pressure others to respond. People protested and boycotted businesses to show that they would not support unfair treatment. These actions made the problem more visible and encouraged leaders and: businesses to make changes."

"DEFEND, Reflective: After sample: "Citizens organized protests and boycotts to challenge unfair treatment." The stronger: words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: People used organized protests and boycotts to call attention to unfair treatment and • CHOOSE: • SHOW: • OWN: Model: People used organized protests and boycotts to call attention to unfair treatment and pressure others to respond. People protested and boycotted businesses to show that they would not support unfair treatment. These actions made the problem more visible and encouraged leaders and businesses to make changes. • DEFEND: After sample: "Citizens organized protests and boycotts to challenge unfair treatment." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did people use protests and boycotts to seek change? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Show What You Know · Your Writing Task

⌚ ~5 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did people use protests and boycotts to seek change?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

· WRITING · Standards Sweep Teaching Deck · Sheet 34 of 36 ·
Module 2 · Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I’m not sure it’s right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

People used organized protests and boycotts to call attention to unfair treatment and pressure others to respond. People protested and boycotted businesses to show that they would not support unfair treatment. These actions made the problem more visible and encouraged leaders and businesses to make changes.



NOTICE
Foundational

Retells a fact without answering the prompt.



CHOOSE
Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW
Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN
Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 34 of 36 • Module 2 • Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Watch me for a second.”

▶ Write a mismatched example on the board (e.g., a to-do list written as a poem, or a narrative moment written as a set of instructions) and let students notice it feels wrong before you name why.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 8 • Module 3

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 35 of 36 · Module 3 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How can a local problem become a shared cause?

Passage: "From Protest to Participation"

Evidence: "A problem that began in one community grew when people in other communities joined the cause."

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's warm up our writer's eyes. Find the Central Idea and the Evidence."

" "

▶ *Show or read the example:*

" "

▶ *Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.*

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 •
Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

"Why does this matter?" Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 8 • Module 3

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "The problem got bigger when more people helped."

B: "The local problem became a national cause when communities joined the movement."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 •
Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: A local problem can become a shared cause when people in other places recognize the same unfairness and join together.

Evidence: "A problem that began in one community grew when people in other communities joined the cause."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 8 • Module 3



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How can a local problem become a shared cause?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 •
Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "The problem got bigger when more people helped."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: A local problem can become a shared cause when people in other places recognize the same unfairness and join together. Evidence: "A problem that began in one community grew when people in other communities joined the cause."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows a local problem can become a shared cause when people in other places recognize the same unfairness and join together.



OWN

Independent

Model: A local problem can become a shared cause when people in other places recognize the same unfairness and join together. A problem that began in one community grew when people in other communities joined the cause. Their growing support gave the movement more strength and helped it reach a wider part of the nation.



DEFEND

Reflective

After sample: "The local problem became a national cause when communities joined the movement." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: A local problem can become a shared cause when people in other places recognize the same unfairness and join together. Evidence: "A problem that began in one community grew when: people in other communities joined the cause.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows a local problem can become a shared cause when people in other: places recognize the same unfairness and join together."

"OWN, Independent: Model: A local problem can become a shared cause when people in other places recognize the same unfairness and join together. A problem that began in one community grew when people in other communities joined the cause. Their growing support gave the movement more strength and helped it: reach a wider part of the nation."

"DEFEND, Reflective: After sample: "The local problem became a national cause when communities joined the movement.": the stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: A local problem can become a shared cause when people in other places recognize the • CHOOSE: • SHOW: • OWN: Model: A local problem can become a shared cause when people in other places recognize the same unfairness and join together. A problem that began in one community grew when people in other • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How can a local problem become a shared cause? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How can a local problem become a shared cause?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 •
Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of today's thinking job. Let students respond without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

A local problem can become a shared cause when people in other places recognize the same unfairness and join together. A problem that began in one community grew when people in other communities joined the cause. Their growing support gave the movement more strength and helped it reach a wider part of the nation.



NOTICE

Foundational

Retells a fact without answering the prompt.



CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



SHOW

Visible

States a central idea and gives one piece of evidence, with a simple explanation.



OWN

Independent

States a clear central idea, gives exact evidence, and explains what it proves.



DEFEND

Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

"SHOW, Visible: States a central idea and gives one piece of evidence, with a simple explanation."

"OWN, Independent: States a clear central idea, gives exact evidence, and explains what it proves."

"DEFEND, Reflective: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose."

"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 35 of 36 • Module 3 • Cluster 8

CHECK FOR UNDERSTANDING

Have each student circle the highest level their own response actually shows, with evidence, not a guess.

COMMON MISCONCEPTION

Students may claim the top level without the matching evidence, require them to point to the exact words that prove it.

POSSIBLE STUDENT QUESTION

"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

RPLD EVIDENCE & ADVICE

Self-checking against the rubric is Visible-level work, students make their own thinking accuracy observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who reached DEFEND to explain their reasoning to a partner who reached a lower level.

Write a Clear, Evidence-Based Response

STUDENT LEARNING OBJECTIVE

Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.

TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

TEACHER SAYS & DOES • SLIDE 1 OF 10 • Student Learning Objective • WRITING • Standards Sweep Teaching Deck

⌚ ~2 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Raise your hand if you have ever started writing something and then realized halfway through that it was not quite working. That happens to real writers all the time.”

▶ Let students share a quick example, then bring their attention to today's title.

“Today's writing job is WRITING • Standards Sweep Teaching Deck. Here is our objective: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.”

▶ Read the objective aloud, then preview the five thinking jobs we will climb this module, NOTICE, CHOOSE, SHOW, OWN, and DEFEND.

“We will move through five thinking jobs, NOTICE, CHOOSE, SHOW, OWN, and DEFEND, and by the end you will be able to defend your own choice.”

OBJECTIVE: Students will write a response with a clear central idea, one piece of exact evidence, and an explanation of what it proves, grounded in From Protest to Participation.

PREP & MATERIALS: the WRITING • Standards Sweep Teaching Deck slide deck • student Writing Tracking Sheets • writing journals/pencils • TEKS: • ELPS: 4(C)(ii), 4(F)(ix), 4(G), 5(B)

This Week's Target

Slide 2 of 10

I Will • I Can

Cluster 8 • Module 4

I WILL...

- I will read the passage and decide on my central idea.
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

I CAN...

- I can state a clear central idea that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · This Week's Target · I Will / I Can

~3 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Here is our target for the week, what I will do, and what that lets me do."

▶ Read each I WILL statement, pausing so students can picture themselves doing it.

"I will read the passage and decide on my central idea."

"I will choose one piece of exact evidence from the passage."

"I will explain what my evidence proves, not just what it says."

"I will upgrade at least one word on purpose to show stronger thinking."

▶ Now flip to the I CAN side, these are the same statements from the student's point of view.

"I can state a clear central idea that answers the prompt."

"I can add one piece of exact evidence from the passage."

"I can explain what the evidence proves."

"I can choose precise words that make my response stronger."

▶ Have students echo one I CAN statement in their own words before moving on.

· WRITING · Standards Sweep Teaching Deck · Sheet 36 of 36 · Module 4 · Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to restate one I CAN statement in their own words before you move to NOTICE.

COMMON MISCONCEPTION

Students may treat the I WILL/I CAN statements as a list to memorize rather than a roadmap they will actually climb today, tell them they will use every one of these.

POSSIBLE STUDENT QUESTION

"Do I need to do all of these today?" Yes, each thinking job (NOTICE through DEFEND) builds toward these targets across the module.

RPLD EVIDENCE & ADVICE

Naming the target before instruction primes students to self-monitor, refer back to these statements as you climb the five levels.

RAISE THE THINKING → (move one level to the right)

Move from naming the target to applying it: NOTICE the writing job on the very next slide.

NOTICE, Foundational**TASK**

Read the prompt and the passage. **Find the sentence that answers the prompt (the central idea), and one detail that supports it (the evidence).**

MATERIAL

Prompt: How did questions, protests, boycotts, and shared causes work together to change a nation?

Passage: “From Protest to Participation”

Evidence: “When many people worked together, their protests and boycotts helped the nation make a real change.”

YOUR TURN

Underline the central idea. Circle one piece of evidence.

TEACHER SAYS & DOES • SLIDE 3 OF 10 • NOTICE • Foundational • Find the Central Idea and the Evidence

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Let's warm up our writer's eyes. Find the Central Idea and the Evidence.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Foundational-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 •
Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for NOTICE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may point to the plan/example that just looks longer or neater instead of the one that is actually ready, keep them anchored to what the task is asking, not surface appearance.

POSSIBLE STUDENT QUESTION

“Why does this matter?” Because a writer who cannot spot a ready plan will waste time drafting the wrong thing, noticing comes first.

RPLD EVIDENCE & ADVICE

Recognition with a prompt is Foundational evidence. Keep the demand at noticing; give wait time; accept pointing or naming.

RAISE THE THINKING → (move one level to the right)

Ask a volunteer to explain how they knew before moving to CHOOSE.

Choose the Stronger Wording

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 8 • Module 4

CHOOSE, Emergent

TASK

Two responses say the same thing. **Choose the one with the stronger, more exact wording.**

MATERIAL

A: "People worked together and made things better."

B: "Citizens united through organized action and helped create lasting national change."

YOUR TURN

Point to the exact words that show stronger thinking.

TEACHER SAYS & DOES • SLIDE 4 OF 10 • CHOOSE •
Emergent • Choose the Stronger Wording

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Yesterday, well, a moment ago, we noticed. Now let's choose, with support."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Emergent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 •
Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for CHOOSE today.
Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may pick the option that sounds more familiar instead of the one that actually fits the purpose, have them name the reason, not just the choice.

POSSIBLE STUDENT QUESTION

"What if I'm not sure?" Reread the purpose and audience, the choice that best fits both is the stronger one.

RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the two-option cue visible as the scaffold.

RAISE THE THINKING → (move one level to the right)

To move toward SHOW, ask the student to explain the choice in their own words: 'How do you know that one fits?'

SHOW, Visible

TASK

Put the parts together. **Write the central idea, add the evidence, then explain what it proves.**

MATERIAL

Central idea: A nation can change when people question unfair conditions, take organized action, and continue working together for a shared cause.

Evidence: "When many people worked together, their protests and boycotts helped the nation make a real change."

Explanation: _____

YOUR TURN

Write one sentence of explanation that tells what the evidence proves.

TEACHER SAYS & DOES • SLIDE 5 OF 10 • SHOW • Visible • Show the Central Idea, Evidence, and Explanation

⌚ ~4 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Here's a skill that helps for years: strong writers can show their thinking, not just land on an answer."

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Visible-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for SHOW today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may match correctly but struggle to explain why, push for the reasoning, not just a correct line.

POSSIBLE STUDENT QUESTION

"Is there more than one way to explain it?" Yes, accept any explanation that correctly connects the detail to the concept, in the student's own words.

RPLD EVIDENCE & ADVICE

An explanation the class can hear or read is Visible evidence. Look for the reasoning, not only the correct match.

RAISE THE THINKING → (move one level to the right)

To move toward OWN, remove the model and have the student plan a new example with no prompt.

Write Your Own Response

Slide 6 of 10

OWN • Independent thinking

Cluster 8 • Module 4



OWN, Independent

TASK

Now write a full response on your own. **Include a central idea, one piece of exact evidence, and an explanation.**

MATERIAL

Prompt: How did questions, protests, boycotts, and shared causes work together to change a nation?

Remember: central idea, then evidence, then explanation.



YOUR TURN

Write your response on your Writing Sheet.

TEACHER SAYS & DOES • SLIDE 6 OF 10 • OWN • Independent • Write Your Own Response

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Real writers do this every time they pick up a pencil, they take a job and make their own plan. Today, that writer is you.”

“”

▶ Show or read the example:

“”

▶ Give quiet think time, then take responses. This is Independent-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for OWN today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may skip planning and jump straight to writing, require the plan to be filled in and shared with a partner before drafting begins.

POSSIBLE STUDENT QUESTION

“What if I get stuck planning?” Go back to the model from SHOW and use the same structure with your own topic.

RPLD EVIDENCE & ADVICE

Planning and drafting without a supplied model is Independent evidence. Do not re-supply the scaffold that was removed today.

RAISE THE THINKING → (move one level to the right)

To move toward DEFEND, ask the student to justify the plan and name the purpose or audience it serves.



DEFEND, Reflective

TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

MATERIAL

Before: "People worked together and made things better."

After: _____



YOUR TURN

Rewrite with a stronger word, then defend your choice.

TEACHER SAYS & DOES • SLIDE 7 OF 10 • DEFEND • Reflective • Upgrade and Defend

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Think about a time you had to convince someone your idea was the right one, you needed a reason, not just an answer. Writers defend their choices too."

" "

▶ Show or read the example:

" "

▶ Give quiet think time, then take responses. This is Reflective-level evidence, match your support to that level, no more, no less.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to explain their answer for DEFEND today. Expected: an answer that matches the TASK and EXAMPLE shown,

COMMON MISCONCEPTION

Students may give a correct choice with a weak reason ("it just sounds better") instead of citing the actual purpose or audience, require the real reason.

POSSIBLE STUDENT QUESTION

"Does this choice ever have exceptions?" Sometimes, note them for later modules, but today's example follows the standard pattern.

RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence, the highest level. Look for reasoning tied to purpose/audience, then a new example.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having the student teach this reasoning to a partner or apply it in a brand-new writing job.



NOTICE

Foundational

Central idea: A nation can change when people question unfair conditions, take organized action, and continue working together for a shared cause. Evidence: "When many people worked together, their protests and boycotts helped the nation make a real change."



CHOOSE

Emergent

B. It uses exact words that show the central idea clearly, not just a general statement.



SHOW

Visible

Explanation sample: This shows a nation can change when people question unfair conditions, take organized action, and continue working together for a shared cause.



OWN

Independent

Model: A nation can change when people question unfair conditions, take organized action, and continue working together for a shared cause. When many people worked together, their protests and boycotts helped the nation make a real change. This sequence shows how a question can lead to action, how action can unite people, and how unity can produce lasting change.



DEFEND

Reflective

After sample: "Citizens united through organized action and helped create lasting national change." The stronger words tell the reader exactly what the writer means, which shows stronger thinking.

TEACHER SAYS & DOES • SLIDE 8 OF 10 • Thinking-Levels Chart • WRITING • Standards Sweep Teaching Deck

~3 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

"Let's see the whole climb at once, how this idea grows from noticing all the way to defending."

▶ Walk the chart top to bottom, reading each level's sentence and question, and pointing to where the class has already been today.

"NOTICE, Foundational: Central idea: A nation can change when people question unfair conditions, take organized action, and continue working together for a shared cause. Evidence: "When many people worked together, their: protests and boycotts helped the nation make a real change.""

"CHOOSE, Emergent: : "

"SHOW, Visible: Explanation sample: This shows a nation can change when people question unfair conditions, take: organized action, and continue working together for a shared cause."

"OWN, Independent: Model: A nation can change when people question unfair conditions, take organized action, and continue working together for a shared cause. When many people worked together, their protests and boycotts helped the nation make a real change. This sequence shows how a question can lead to: action, how action can unite people, and how unity can produce lasting change."

"DEFEND, Reflective: After sample: "Citizens united through organized action and helped create lasting national change.": the stronger words tell the reader exactly what the writer means, which shows stronger thinking."

ANSWER KEY: NOTICE: Central idea: A nation can change when people question unfair conditions, take organized action, and • CHOOSE: • SHOW: • OWN: Model: A nation can change when people question unfair conditions, take organized action, and continue working together for a shared cause. When many people worked together, their protests and • DEFEND:

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Ask a student to point to the level they feel most confident at right now, and say why.

COMMON MISCONCEPTION

Students may think the levels are separate skills rather than one skill deepening, emphasize it is the SAME idea, growing more independent and more explained.

POSSIBLE STUDENT QUESTION

"Do I have to be at DEFEND today?" No, most students land somewhere in the middle; the chart shows the whole ladder, not today's finish line.

RPLD EVIDENCE & ADVICE

This chart is the whole-module map, use it to place each student's current evidence and plan the next nudge.

RAISE THE THINKING → (move one level to the right)

For students already at DEFEND, ask them to apply the same climb to a brand-new topic.

YOUR WRITING TASK

How did questions, protests, boycotts, and shared causes work together to change a nation? Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.

TEACHER SAYS & DOES • SLIDE 9 OF 10 • Show What You Know • Your Writing Task

⌚ ~5 min

" " = say word-for-word • ▶ = teacher direction (do not read aloud)

“Here is your own writing job, and once you can handle it, you are in control of your own writing, not just following along.”

“How did questions, protests, boycotts, and shared causes work together to change a nation?”

▶ *Remind students of the scope: Write a full response with a central idea, one piece of exact evidence from the passage, and an explanation of what it proves.*

▶ *Give quiet writing/thinking time. Do not reveal the rubric yet, this is each student's independent application.*

NOTE: Scored against the five-level rubric on the next slide.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

Have students commit to a response in writing before you reveal the rubric.

COMMON MISCONCEPTION

Students may try to write the whole piece when the task only asks for the smaller move, redirect them back to exactly what the prompt requests.

POSSIBLE STUDENT QUESTION

“What if I'm not sure it's right?” Write your best answer and your reason, that reason is exactly what we will check next.

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This item shows independent transfer of today's thinking job. Let students respond without prompting.

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After the reveal, have students explain why a weaker response would fall short, that pushes toward Reflective.

MODEL ANSWER

A nation can change when people question unfair conditions, take organized action, and continue working together for a shared cause. When many people worked together, their protests and boycotts helped the nation make a real change. This sequence shows how a question can lead to action, how action can unite people, and how unity can produce lasting change.



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Retells a fact without answering the prompt.



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DEFEND
Reflective

States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

TEACHER SAYS & DOES • SLIDE 10 OF 10 • How Do We Measure the Level of Thinking?

~4 min

" " = say word-for-word • ► = teacher direction (do not read aloud)

"Let's check our writing against the five levels, from noticing all the way to defending."

► Read each level's description and have students locate that evidence in their own response, checking off the levels they see.

"NOTICE, Foundational: Retells a fact without answering the prompt."

"CHOOSE, Emergent: States an idea but gives no evidence, or evidence with no explanation."

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"Remember this all week: the stronger the reason behind your writing choice, the higher you climb."

ANSWER KEY: NOTICE: Retells a fact without answering the prompt. • CHOOSE: States an idea but gives no evidence, or evidence with no explanation. • SHOW: States a central idea and gives one piece of evidence, with a simple explanation. • OWN: States a clear central idea, gives exact evidence, and explains what it proves. • DEFEND: States a precise central idea, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

• WRITING • Standards Sweep Teaching Deck • Sheet 36 of 36 • Module 4 • Cluster 8

CHECK FOR UNDERSTANDING

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"What if I did most of it but not the reason?" That places the response at SHOW or below, the reason is what earns OWN and DEFEND.

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