THE WRITING ACADEMY®, LLC

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Editing & Revising

A sample packet — one week of editing, one week of revising

Grade 3 • "I Do. We Do. You Do." Format

Statement of Purpose

This packet shows, in miniature, exactly how The Writing Academy teaches editing and revising — so you can see the whole approach before you ever open a full year of it.

Inside you will find **one complete week of editing** and **one complete week of revising**, presented in our scripted **"I Do. We Do. You Do."** format. Each week is built the same way: a short introduction to the skill, five daily lessons that move students up a ladder of understanding, a "Your Turn" practice, an answer key, and a test-style check for understanding with its own explained answers.

Our goal is a **system** teachers can open and teach with confidence — grammar and revision that are **meaningful, memorable, and lasting**, not memorized for a test and forgotten. Every lesson is TEKS-aligned, uses accessible design for every learner, and draws on Social Studies content throughout the Supplemental Support System.

> **What one week looks like:** Monday through Friday, students progress across five thinking levels — Foundational, Emergent, Visible, Independent, and Reflective — so the same skill is taught with the right support for every student in the room.

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Abstract

The Writing Academy's **Editing and Revising** curriculum is a complete, scripted, TEKS-aligned **system** for Grades 3, 4, and 5. It replaces isolated worksheets and one-off grammar drills with a coherent weekly routine that teaches each editing and revising skill deeply and returns to it until it sticks.

Every skill is taught across a five-day week using our five performance levels, so a single lesson naturally differentiates for the whole class. Editing lessons are anchored by **Sentence Weather™**, a visual grammar system students remember; revising lessons build the moves strong writers make — adding ideas, strengthening word choice, and organizing for clarity. Each week includes the daily scripted lessons, hands-on practice, a tracking sheet that shows exactly which standards a student has mastered, and a test-style assessment with explained answers.

> **The contents within this packet are:** editing and revising **Teacher scripts**, **Slide decks**, and **student tracking sheets** — all in **RPLD format** for recognizing and raising students' cognitive addresses.

The **Supplemental Support System** provides 36 weeks of editing and 36 weeks of revising per grade, each with slide decks, scripted teacher pages, and front-and-back tracking sheets, plus supporting songs, manipulatives, and assessments — all designed to turn test-time skills into lifelong ones.

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What's Inside This Packet

The two sample weeks that follow are shown in the **"I Do. We Do. You Do."** format — the scripted view a teacher uses to deliver each slide. Read each week top to bottom:

- **Slide 1 — Introduction:** names the skill and sets it up.
- **Slides 2–6 — Monday through Friday:** the same skill taught across the five thinking levels (Foundational → Reflective).
- **Slide 7 — Your Turn:** students practice and fill in their tracking sheet.
- **Slide 8 — Answers:** the completed thinking across the five levels.
- **Slides 9–10 — Show What You Know:** a test-style item and its explained answer.

Week 1 — Editing: Subject-Verb Agreement • **Week 2 — Revising:** Revise by Adding an Idea.
The **Supplemental Support System** delivers a new editing skill and a new revising skill every week of the year, for all three grades.

See it in action in the Editing and Revising Showcase Videos — and learn more at teachbig.com.

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The Standards Sweep — Design Rationale

How the Editing, Revising, and Writing slide decks & tracking sheets are arranged (Grade 3)

The **Standards Sweep** is a daily, standards-aligned bell-ringer system: one short slide deck and a matching tracking sheet per week, across **36 weeks** (a Prepare cluster plus eight clusters of four modules each). Its job is to guarantee that **every tested TEKS is taught, practiced, and measured** over the year — even for a teacher who uses only the decks and not the full curriculum. Three separate Sweeps run in parallel, one per strand, each in its own color:

EDITING · blue **REVISING · sage** **WRITING · mauve**

What all three share. Every deck is built on the same five-level thinking ladder — **NOTICE → CHOOSE → SHOW → OWN → DEFEND** (Foundational, Emergent, Visible, Independent, Reflective) — so a single classroom can meet every learner where they are. Every deck ends the same way: an authentic, STAAR/SST-style measure on **slide 9** and its answer/scoring guide on **slide 10**. Every tracking sheet has a front (the featured standard, an example, a "my own example" space, and the slide-9 task) and a back (independent guided practice through all five levels). The difference between the three Sweeps is only *which standards* they carry and *how* the year is sequenced.

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1 Editing Sweep — TEKS 11D

What it covers: the Grade-3 editing standards (11D) — capitalization, punctuation, subject-verb agreement, complete sentences, spelling, and the rest of the conventions breakouts.

How it's arranged: one featured 11D skill per module, sequenced to match the editing column of the 3rd-grade Scope & Sequence. The skills **spiral**: later modules deliberately revisit earlier conventions as cumulative review, so nothing is taught once and dropped.

The slide-9 measure: a real STAAR/SST-format editing item. We rotate through the actual STAAR/SST editing question formats (the ones students truly see) with cross-category distractors, rather than a flat "name the part of speech" — so the practice builds genuine test familiarity, not a pattern to memorize. Slide 10 gives the answer with a short "why."

Why this design: conventions are the most spiral-friendly strand — frequent short exposure plus cumulative review is exactly how editing sticks, and the STAAR/SST-format items make the transfer to the test seamless.

2 Revising Sweep — TEKS 11C

What it covers: the ten revising breakouts (11C i–x) — improving sentence structure and word choice, and adding, deleting, combining, and rearranging ideas for both coherence and clarity.

How it's arranged: the ten breakouts are distributed across the 36 modules so each is featured and then **re-encountered several times** through the year, deepening each pass. The order moves from sentence-level moves (structure, word choice) outward to paragraph-level moves (combining, rearranging).

The slide-9 measure: a real STAAR/SST-format revising item — "what is the BEST way to combine…," "which sentence should be added/deleted," "best word to replace…," "where should this sentence move." The item shows the **whole draft** (every sentence), with the sentence or word in question underlined, so students choose among genuine options rather than being handed the one to fix.

Why this design: revising asks for judgment, not a rule — and judgment only grows when a student can see the full passage and weigh real alternatives. Seeing several sentences (not just the flawed one) is what turns "fix this" into "decide what's best."

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3 Writing Sweep — TEKS 11A/11B (process) + 12/13 (genre)

What it covers: the composition strand — the writing **process** (planning, 11A; developing drafts, 11B) together with the writing **genre** standards (12 and 13). Both run in every deck, so students learn *what* they're writing and *how* to build it at the same time.

How it's arranged: the Scope & Sequence assigns one process skill and one genre to each cluster; we then **spread that cluster skill across its four modules as four sub-steps**, so the full skill is covered even for a teacher using only the decks. The year spirals both strands together:

- **Prepare & Cluster 1** — plan by selecting the genre (11A i). This is the "choose the right genre" foundation.
- **Cluster 2** — develop drafts: organize with an introduction (11B i)
- **Cluster 3** — develop drafts: an engaging idea with details (11B iii)
- **Cluster 4** — develop drafts: organize with a conclusion (11B ii)
- **Clusters 5-8** — all three develop skills together (11B i/ii/iii)

and the **genre advances alongside:** Narrative (Prepare) → SCR (C1) → Informative (C2-5) → Correspondence & Argumentative (C6) → Poetry & Narrative (C7) → Research (C8).

The slide-9 measure: because writing is produced, not selected, slide 9 is a **short written response** — only large enough to measure that one sub-step, never a whole paper (e.g., "name the genre you'd write and give one reason," or "jot your small moment and two things that happened"). Slide 10 becomes the **five-level scoring guide** for that response, so a teacher checks what the student wrote against NOTICE-DEFEND. Genre frameworks and level language come straight from the Writing Matrix.

Why this design: real writing is deciding what to write and then building it — so every deck does both, and the short authentic response (scored on the same five levels used all year) gives genuine practice without overwhelming a daily warm-up.

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SECTION 1

Editing

Sample week — Subject-Verb Agreement

This section has a corresponding **Editing Showcase Video** that accompanies this handout. The music you will hear during the showcase videos is part of the **Writing Academy Writing Process song collection** — the editing song is **"Sweep It Clean."**

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TEKS (11)(D)(i)

EDITING • Standards Sweep Teaching Deck

SHEET 1 of 36

Grade 3 • PREPARE • Editing

EXACT TEKS WORDING (from TEA)

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

WHAT DOES THIS MEAN TO ME?

When I fix my writing, I make sure the **subject and the verb match**.
A singular subject takes a singular verb: **Emsy writes** — not *Emsy write*.
A complete simple sentence has a subject (who or what) and a verb (the action).

SENTENCE WEATHER



Subject (SUN)



Verb (RAINDROP)

The SUN and the RAINDROP must agree.

WHERE IT APPEARS: "The Mystery of the Traveling Shell" — "**Emsy knelt** beside the display case."

This deck teaches **Subject-Verb Agreement** across the five RPLD thinking levels: **NOTICE → CHOOSE → SHOW → OWN → DEFEND.**

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TEACHER SAYS · SLIDE 1 OF 10 · Introduction · Subject-Verb Agreement

~2 min

Ask the class: "Have you ever read a text where the words just didn't sound right together?" That little mismatch is often subject-verb agreement — and fixing it is what makes writing sound clear and trustworthy, whether it's a school essay or a message you send someday at a job. Read the standard together: "edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement." Explain that a subject and its verb must match in number, and preview the week's climb from noticing to defending.

ANSWER KEY: Week focus: singular subject → singular verb; plural subject → plural verb.

PREP & MATERIALS: Materials for the week: the Subject-Verb Agreement slide deck · student Editing Tracking Sheets · highlighters or pencils · optional sun/raindrop cards for the Sentence Weather cue.

CHECK FOR UNDERSTANDING

Ask: "What does it mean for a subject and a verb to agree?" Expected: they match in number.

COMMON MISCONCEPTION

Students often think adding -s always makes a word plural; for present-tense verbs the -s form is usually the singular (she writes).

POSSIBLE STUDENT QUESTION

"Why does the verb change?" Because English shows agreement on the present-tense verb: one subject takes the -s form.

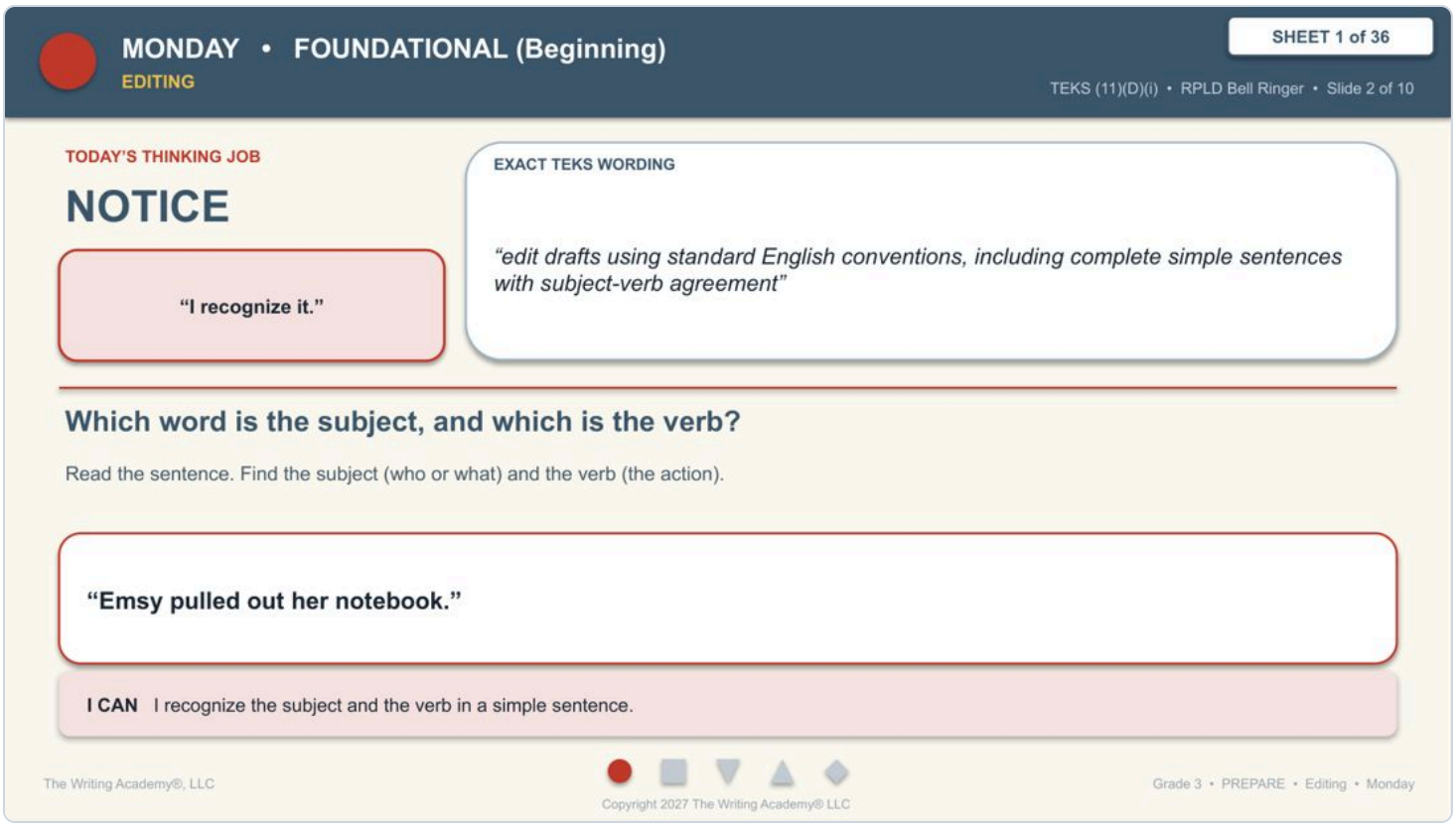
RPLD EVIDENCE & ADVICE

This is the week's roadmap — no response is measured yet. Set the target and the five-level climb.

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

Ask a volunteer for one example of a subject and verb that match before Monday begins.

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TEACHER SAYS · SLIDE 2 OF 10 · MONDAY · Foundational (Beginning) ~4 min

Say a wrong sentence out loud on purpose: "The dogs runs fast." Let students giggle — then ask what sounds off. That instinct is exactly what we sharpen today at the Foundational level: NOTICE. Our only job right now is to find the two parts that have to match. Read together: "Emsy pulled out her notebook." Give quiet think time, then have students point to or underline the subject (Emsy) and the verb (pulled). We are not fixing anything yet — just finding the two parts.

ANSWER KEY: Subject = Emsy · Verb = pulled.

CHECK FOR UNDERSTANDING

Ask: "Point to the subject and the verb." Expected: subject = Emsy, verb = pulled.

COMMON MISCONCEPTION

Students may pick a noun that is not the subject (notebook) or miss the verb entirely.

POSSIBLE STUDENT QUESTION

"Can a sentence have more than one verb?" Yes, but today we find the main action word that goes with the subject.

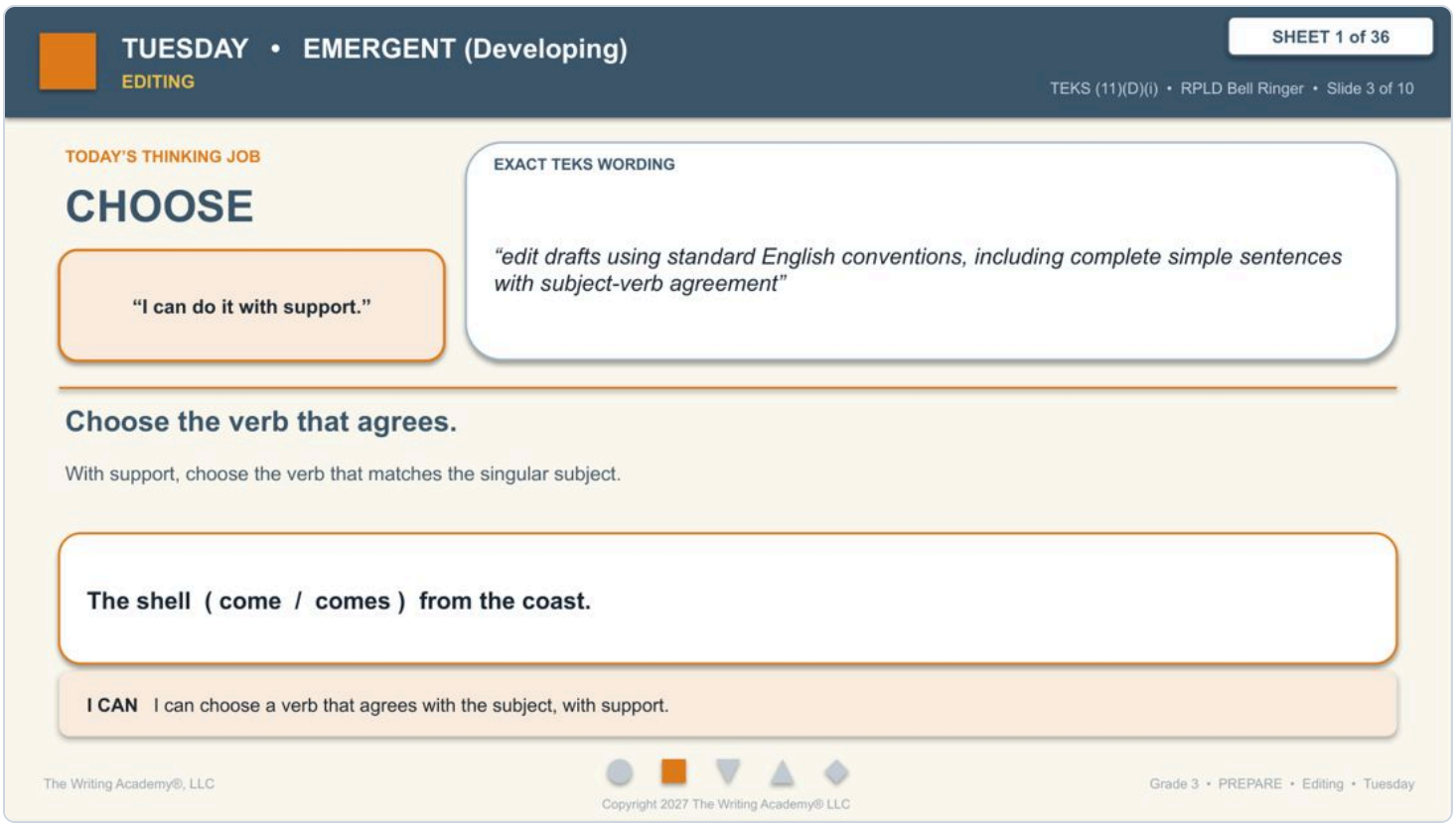
RPLD EVIDENCE & ADVICE

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

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

When a student names both parts easily, nudge toward CHOOSE: "If the subject were a shell, would the verb sound the same?"

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TEACHER SAYS · SLIDE 3 OF 10 · TUESDAY · Emergent (Developing) ⏱ ~4 min · CHOOSE

When you pick an emoji or a word for a text, you choose the one that fits. Verbs work the same way — we choose the one that fits the subject. Today is Emergent: CHOOSE. Read: "The shell (come / comes) from the coast." Ask, "Is 'shell' one or more than one?" (one). "So which verb matches?" Guide students to comes, and say the reason together: "Shell is one, so the verb is comes."

ANSWER KEY: comes — the singular subject "shell" takes "comes."

(11)(D)(i) · Subject-Verb Agreement · Sheet 1 of 36 · Prepare Cluster

CHECK FOR UNDERSTANDING

Ask: "Which verb did you choose, and why?" Expected: comes, because the subject shell is singular.

COMMON MISCONCEPTION

Students may choose "come" because it sounds simpler, or match the verb to a nearby word instead of the subject.

POSSIBLE STUDENT QUESTION

"What if it said the shells?" Then the subject is plural and the verb would be come.

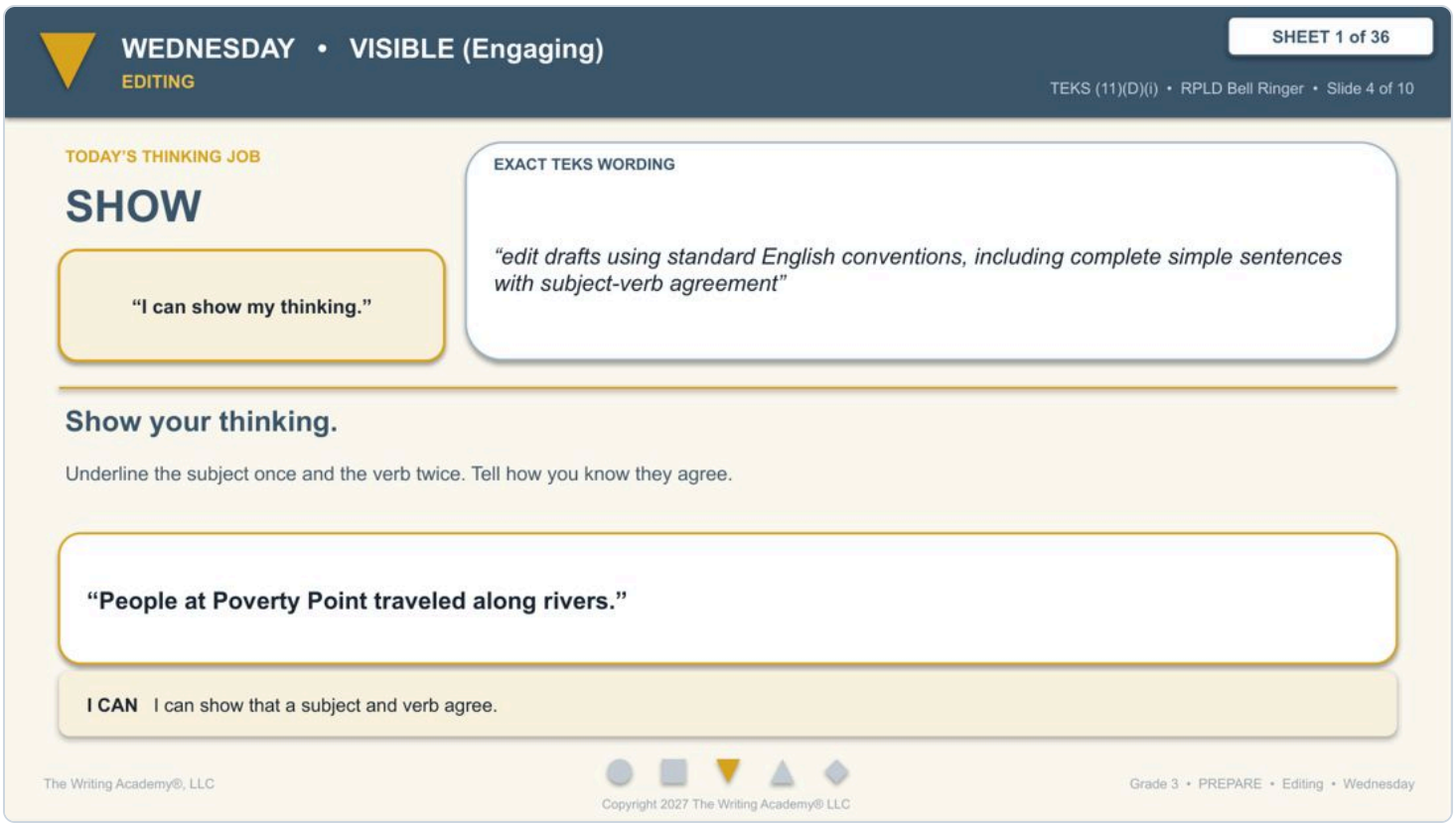
RPLD EVIDENCE & ADVICE

Choosing correctly with support is Emergent evidence. Keep the singular/plural question as the scaffold.

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

To move toward SHOW, ask the student to explain the match in their own words: "How do you KNOW comes is right?"

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TEACHER SAYS · SLIDE 4 OF 10 · WEDNESDAY · Visible (Engaging)

~4 min

Here's a skill that will help you for years: strong writers don't just get it right — they can explain WHY. That explaining is the heart of every essay you'll write. Today is Visible: SHOW your thinking. Read: "People at Poverty Point traveled along rivers." Have students name the subject (People), decide singular or plural (plural), and show that the verb (traveled) agrees. Ask them to explain aloud or in writing: "People is plural, and traveled works with a plural subject, so they agree."

ANSWER KEY: People (plural) agrees with traveled.

(11)(D)(i) · Subject-Verb Agreement · Sheet 1 of 36 · Prepare Cluster

CHECK FOR UNDERSTANDING

Ask: "Show me how you know the subject and verb agree." Expected: names People as plural and explains the match.

COMMON MISCONCEPTION

Students may think past-tense verbs (traveled) don't show agreement, or read 'People' as singular.

POSSIBLE STUDENT QUESTION

"Does agreement matter in past tense too?" Yes — it still depends on the subject; keep checking singular vs. plural.

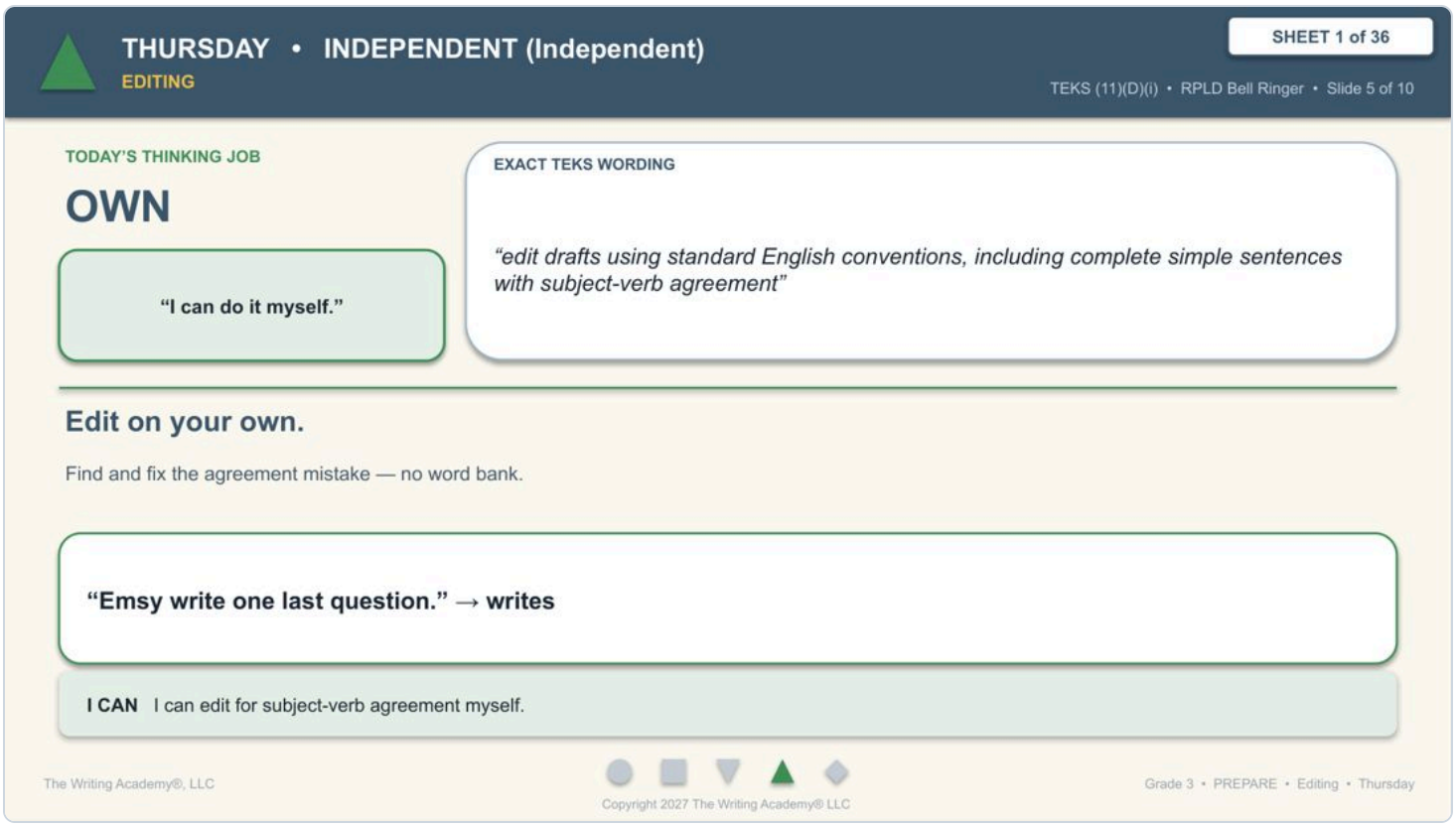
RPLD EVIDENCE & ADVICE

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

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

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

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TEACHER SAYS · SLIDE 5 OF 10 · THURSDAY · Independent (Independent)

~4 min

Real editors do this every single day — they read, spot what's off, and fix it, all on their own. Today, that editor is you. This is Independent: EDIT on your own, with no word bank. Read: "Emsy write one last question." The subject Emsy is one person, so the verb must be writes. Have students fix the sentence, reread it to check that it sounds right, and then write one sentence of their own with a matching subject and verb.

ANSWER KEY: writes — "Emsy writes one last question."

(11)(D)(i) · Subject-Verb Agreement · Sheet 1 of 36 · Prepare Cluster

CHECK FOR UNDERSTANDING

Ask students to hand you the corrected sentence. Expected: "Emsy writes one last question."

COMMON MISCONCEPTION

Students may over-correct (adding -s to the noun) or leave the verb unchanged because 'write' looks fine alone.

POSSIBLE STUDENT QUESTION

"What if the subject is 'Emsy and Mia'?" Then it is plural — write, not writes.

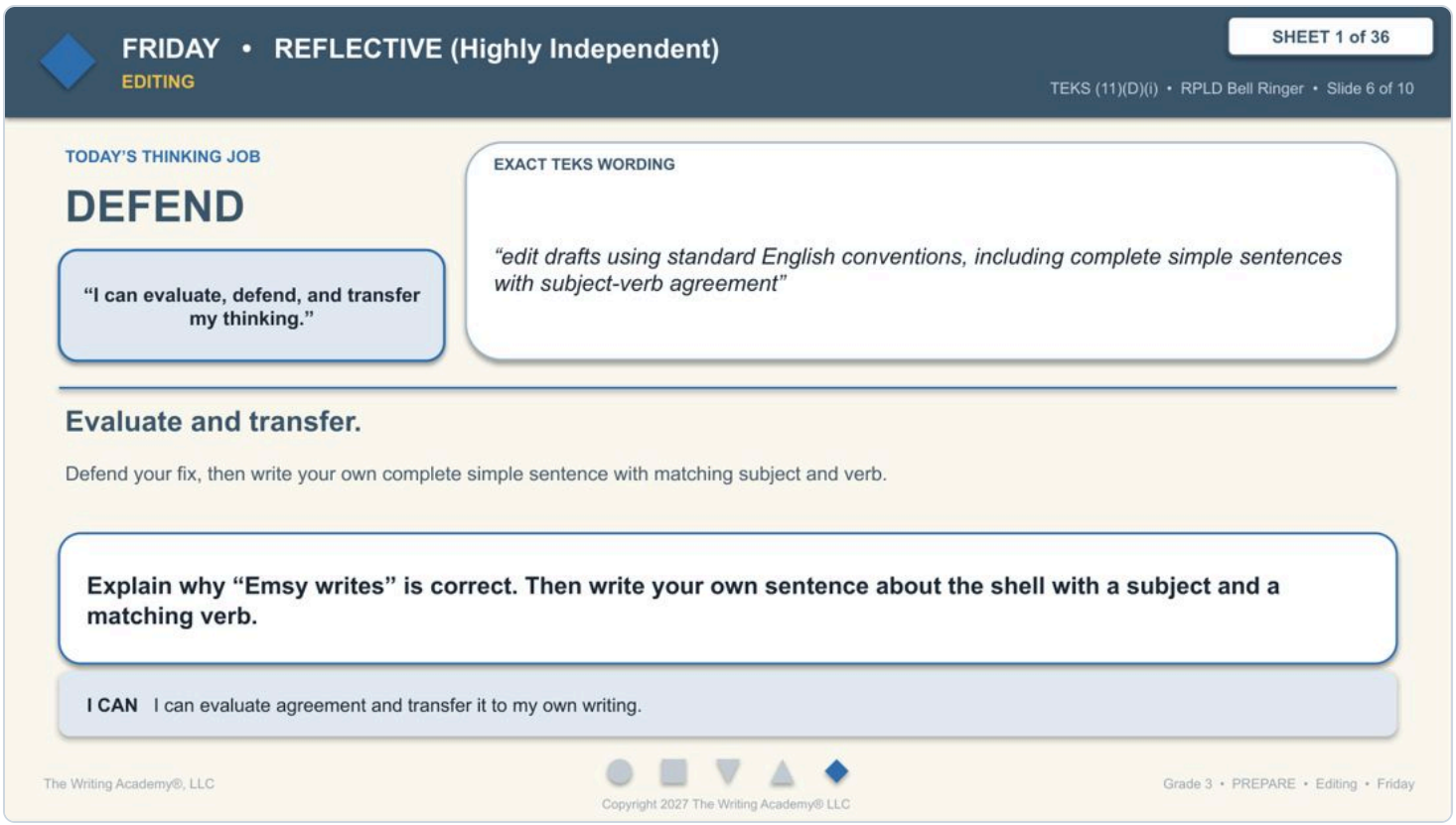
RPLD EVIDENCE & ADVICE

Editing without prompts is Independent evidence. Do not re-supply the singular/plural cue.

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

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

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TEACHER SAYS · SLIDE 6 OF 10 · FRIDAY · Reflective (Highly Independent)

~5 min

Think about a time you had to convince someone you were right — you needed a reason, not just an answer. Writers do that too, and it's the mark of the strongest ones. Today is Reflective: EVALUATE and TRANSFER. Ask students to explain WHY "Emsy writes" is correct — "Emsy is one person, singular, so the verb must be singular." Then have them transfer the skill by writing and defending their own sentence, such as: "The map shows large rivers — map is one, so shows is singular."

ANSWER KEY: writes, because Emsy is singular; transfer to a new sentence.

(11)(D)(i) · Subject-Verb Agreement · Sheet 1 of 36 · Prepare Cluster

CHECK FOR UNDERSTANDING

Ask: "Defend your correction, then use the skill in a new sentence." Expected: a clear reason plus a self-written sentence with agreement.

COMMON MISCONCEPTION

Students may give the right answer but a weak reason ("it sounds better") instead of citing singular/plural.

POSSIBLE STUDENT QUESTION

"Are there subjects that trick us?" Yes — collective and irregular subjects; note them for later clusters.

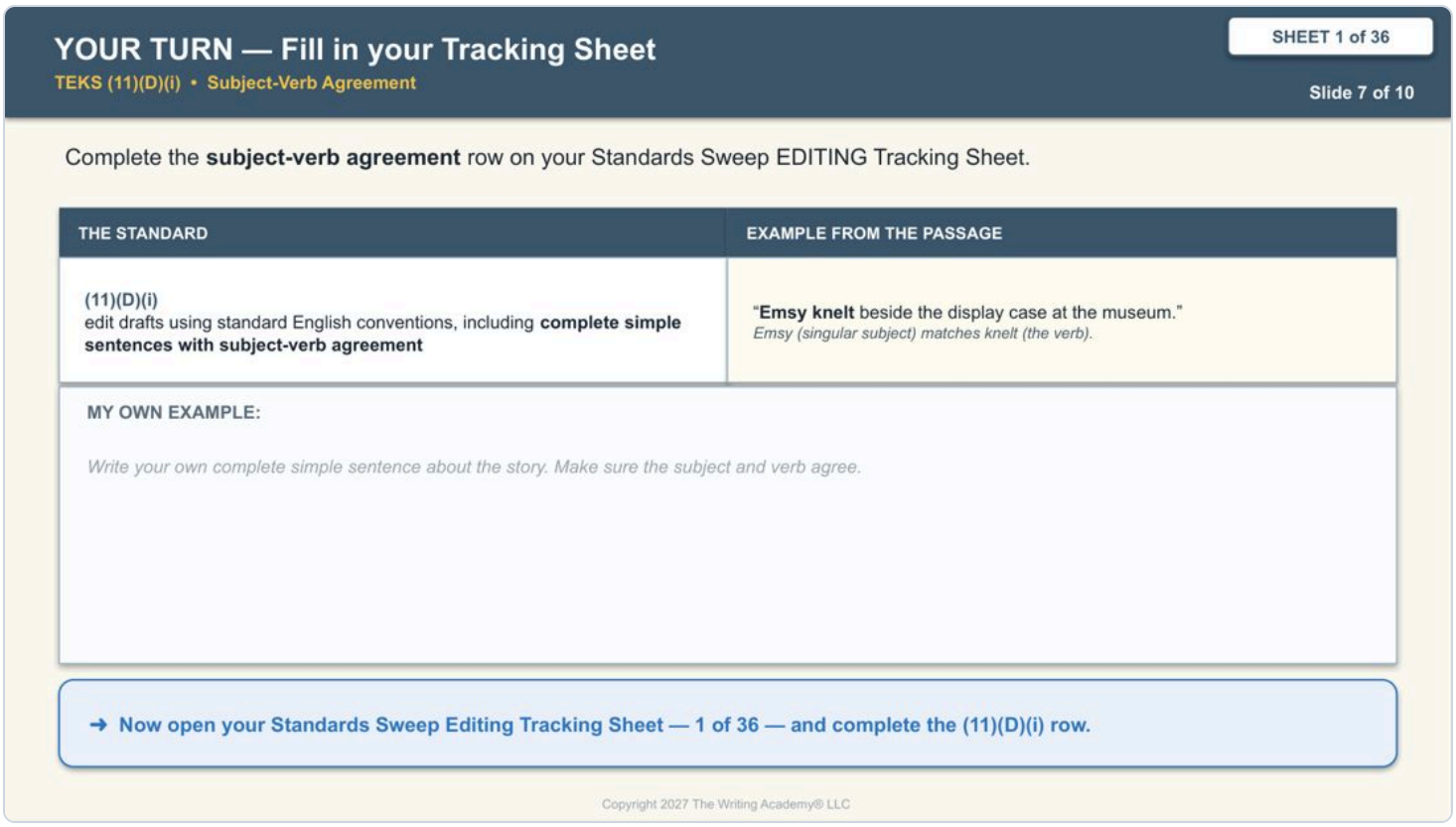
RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective evidence — the highest level. Look for reasoning tied to number, then application.

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

Stretch: have the student teach the rule to a partner or fix agreement in their own earlier writing.

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TEACHER SAYS · SLIDE 7 OF 10 · YOUR TURN · Fill in the Tracking Sheet

~5 min

Now it's time to make this thinking your own. Students complete the matching row on their Standards Sweep Editing Tracking Sheet — recording the standard, writing their own example of subject-verb agreement, and noting their answer. Circulate as they work; this is your quick read on where each student sits on the five-level climb.

ANSWER KEY: Student's own example should show a matching subject and verb.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: the student's own example should show a matching subject and verb.

COMMON MISCONCEPTION

Students may copy the sample instead of creating their own example.

POSSIBLE STUDENT QUESTION

"Does my example have to be about Emsy?" No — any topic works, as long as the subject and verb agree.

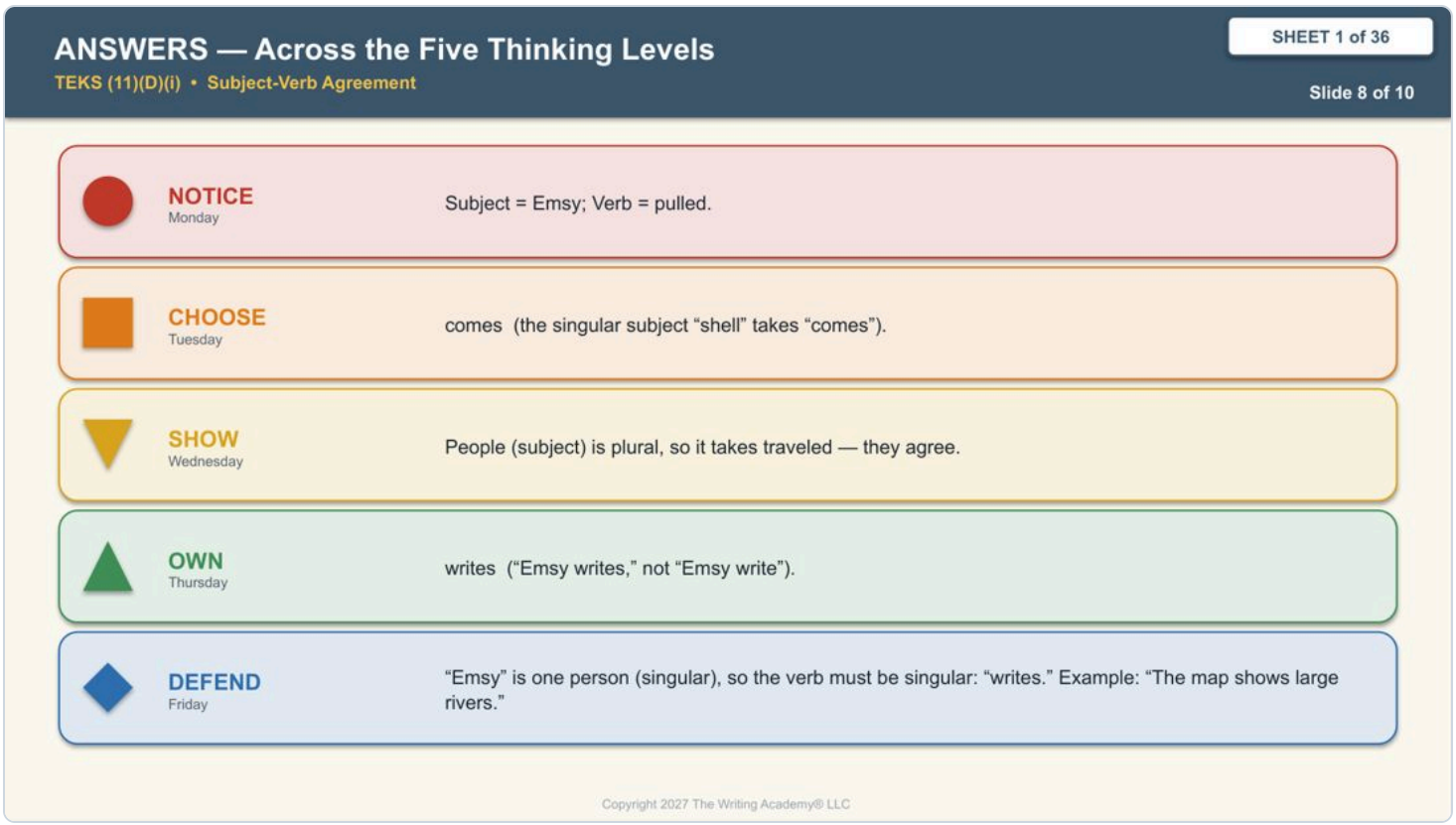
RPLD EVIDENCE & ADVICE

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

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

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

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TEACHER SAYS · SLIDE 8 OF 10 · ANSWERS · Across the Five Thinking Levels ~3 min

Let's see how far our thinking traveled this week. Walk through the answers together and have students self-check and correct: Foundational — subject Emsy, verb pulled. Emergent — comes. Visible — People (plural) agrees with traveled. Independent — writes. Reflective — Emsy is singular, so the verb is writes; example, "The map shows large rivers."

ANSWER KEY: pulled · comes · traveled · writes · writes.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

"What if I got it right but for the wrong reason?" A great teaching moment — restate the singular/plural reason.

RPLD EVIDENCE & ADVICE

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

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

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

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SHOW WHAT YOU KNOW — Test-Style Question

TEKS (11)(D)(i) • Subject-Verb Agreement

SHEET 1 of 36

Slide 9 of 10

Read this part of a student's draft.

(4) Emsy write in her notebook about the shell.

What change should be made in sentence 4?

A Change Emsy to emsy

B Change write to writes

C Change notebook to Notebook

D No change is needed.

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TEACHER SAYS · SLIDE 9 OF 10 · SHOW WHAT YOU KNOW · Test-Style Question

~3 min

Here's a question shaped just like the ones on a real test — and once you can spot the error, you're the one in control. Read the sentence: "(4) Emsy write in her notebook about the shell." Then the question: "What change should be made in sentence 4?" Give quiet time for students to choose from the four options on their own. Do not reveal the answer yet — this shows independent application.

ANSWER KEY: (hold — revealed on the next slide)

CHECK FOR UNDERSTANDING

Have students commit to an answer before the reveal. Expected reasoning: the verb must agree with the singular subject Emsy.

COMMON MISCONCEPTION

Students may be pulled to 'No change is needed' or to a capitalization distractor instead of the verb.

POSSIBLE STUDENT QUESTION

"Why isn't 'change Emsy to emsy' correct?" Emsy is a name and stays capitalized; the error is the verb.

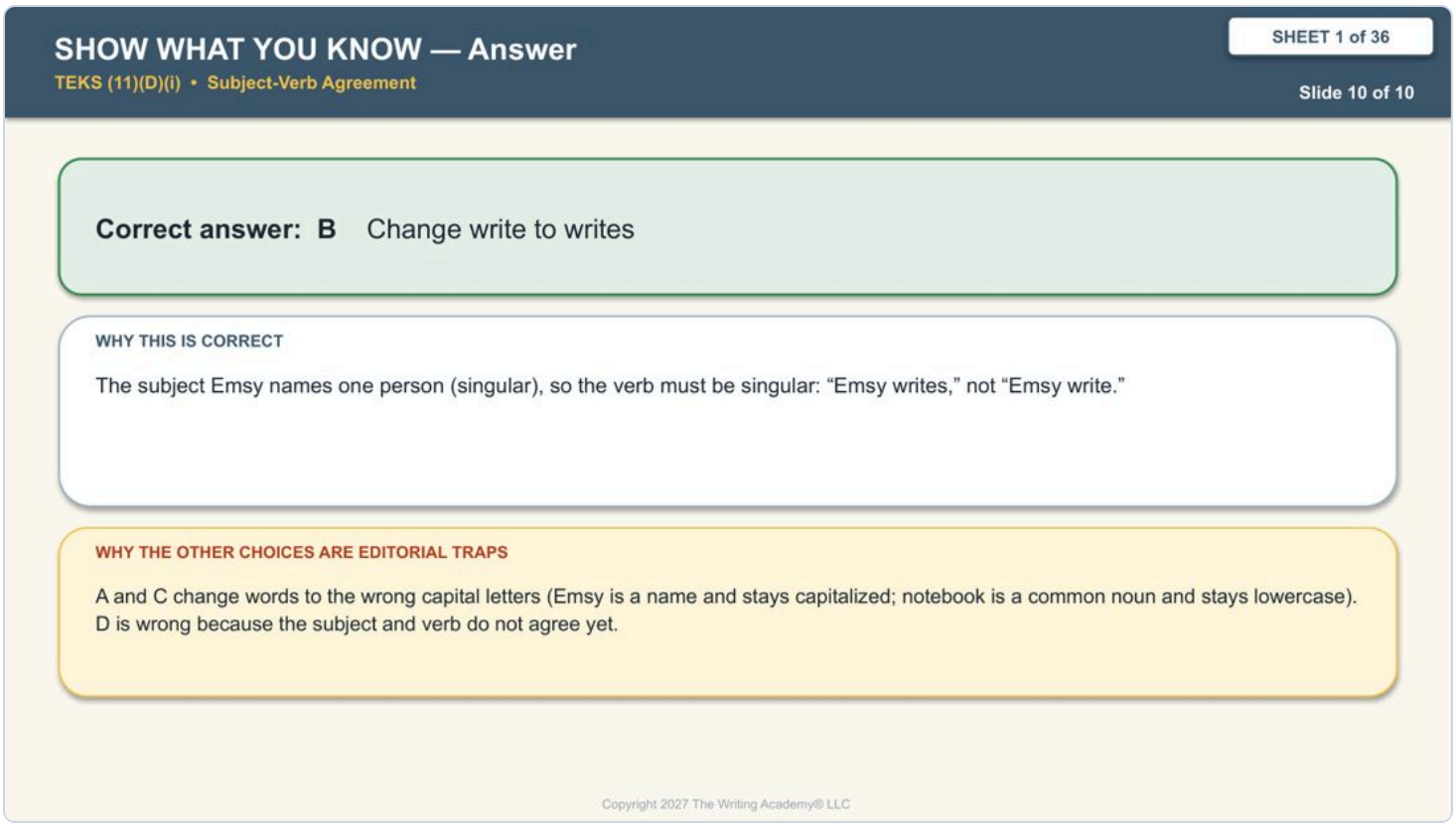
RPLD EVIDENCE & ADVICE

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

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

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

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TEACHER SAYS · SLIDE 10 OF 10 · SHOW WHAT YOU KNOW · Answer

~2 min

Here’s the payoff. Reveal the answer: change write to writes. “Emsy” is one person — singular — so the present-tense verb must be the singular form, writes. Walk through why the others are wrong: Emsy stays capitalized, notebook is a common noun, and the sentence is not correct as written. Close by connecting it back to the week: readers trust writing when subjects and verbs agree.

ANSWER KEY: B — change write to writes.

CHECK FOR UNDERSTANDING

Confirm the choice and the reason: writes, because the singular subject Emsy needs a singular verb.

COMMON MISCONCEPTION

Students may remember the answer but not the reason — always tie it back to singular/plural.

POSSIBLE STUDENT QUESTION

“Will the test always ask about the verb?” Not always — that’s why we practice finding the real error, not guessing.

RPLD EVIDENCE & ADVICE

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

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

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

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GRADE 3 • PREPARE • MODULE 1 • EDITING

Standards Sweep EDITING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Passage: "The Mystery of the Traveling Shell"

THE STANDARD	EXAMPLE FROM THE PASSAGE
(11)(D)(i) Subject-Verb Agreement edit drafts using standard English conventions, including **complete simple sentences with subject-verb agreement**	"**Emsy knelt** beside the display case at the museum." *Emsy (singular subject) matches knelt (the verb).*

MY OWN EXAMPLE:

Show What You Know — my answer to the deck question

"(4) Emsy write in her notebook about the shell." — What change should be made in sentence 4?

- ○ A. Change Emsy to emsy
- ○ B. Change write to writes
- ○ C. Change notebook to Notebook
- ○ D. No change is needed.

Why I chose it:

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GRADE 3 • PREPARE • MODULE 1 • EDITING

Independent Practice — The Five Thinking Levels

Work through all five levels on your own. Read each thinking job, then answer on the lines.

(11)(D)(i) Subject-Verb Agreement • Passage: “The Mystery of the Traveling Shell”

NOTICE
Foundational

Read the sentence. Find the subject (who or what) and the verb (the action).

“Emsy pulled out her notebook.”

CHOOSE
Emergent

With support, choose the verb that matches the singular subject.

The shell (come / comes) from the coast.

SHOW
Visible

Underline the subject once and the verb twice. Tell how you know they agree.

“People at Poverty Point traveled along rivers.”

OWN
Independent

Find and fix the agreement mistake — no word bank.

“Emsy write one last question.”

DEFEND
Reflective

Defend your fix, then write your own complete simple sentence with matching subject and verb.

Explain why “Emsy writes” is correct. Then write your own sentence about the shell with a subject and a matching verb.

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SECTION 2

Revising

Sample week — Revise by Adding an Idea

This section has a corresponding **Revising Showcase Video** that accompanies this handout. The music you will hear during the showcase videos is part of the **Writing Academy Writing Process song collection** — the revising song is **“Make It Stronger.”**

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TEKS (11)(C)(i)

Revise • Standards Sweep Teaching Deck

SHEET 1 of 36

Grade 3 • Cluster 1 • Module 1

EXACT TEKS WORDING (from TEA)

"revise drafts to improve sentence structure by adding ideas"

WHAT DOES THIS MEAN TO ME?

When I revise, I improve my sentences by **adding ideas** — a detail, a reason, or a description.
I can also **combine** two short sentences into one stronger sentence so my writing flows better.

KEY IDEA

REVISING TOOL: Add an idea.
Combine two short sentences, or add a detail, to make one stronger, clearer sentence.

WHERE IT APPEARS: "The Pilgrims Chose Plymouth" — "The Pilgrims explored the land and found an area called Plymouth."

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

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Introduction · Revise by Adding an Idea

⏱ ~2 min

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

▸ *Write two short sentences on the board: "There was fresh water. Crops could grow."*

"Both of these are correct — nothing is misspelled. But a strong writer asks a different question: can I make this BETTER? That's revising."

"This week our REVISING tool is Add an Idea. We add a detail — or combine two short sentences into one — to make the writing fuller and stronger. Remember: editing fixes mistakes; revising makes good writing even better."

▸ *Read the standard and preview the five-day climb: NOTICE → CHOOSE → SHOW → OWN → DEFEND.*

ANSWER KEY: Revising = making writing stronger by adding an idea (not fixing mistakes).

PREP & MATERIALS: the Add-an-Idea revising slide deck · student Standards Sweep REVISING Tracking Sheets · pencils/highlighters · two short sentence strips students can physically join.

CHECK FOR UNDERSTANDING

Ask: "What's the difference between editing and revising?" Expected: editing fixes errors; revising makes the writing better/stronger.

COMMON MISCONCEPTION

Students may think revising means fixing spelling or grammar — steer them to adding meaning.

POSSIBLE STUDENT QUESTION

"If nothing is wrong, why change it?" Because revising makes correct writing clearer and richer.

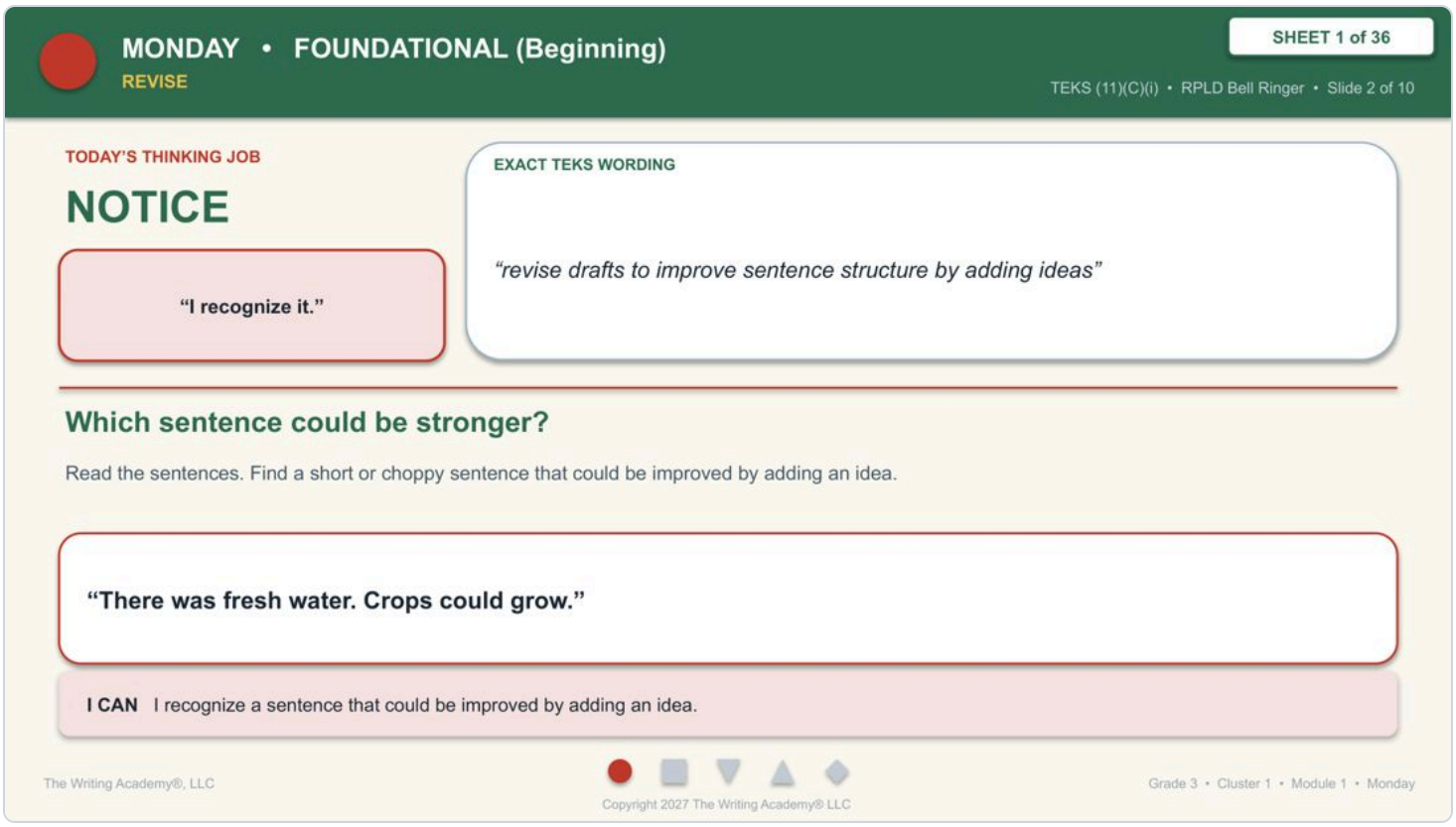
RPLD EVIDENCE & ADVICE

Roadmap only; nothing measured yet. Set the target and the five-level climb.

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

Ask a volunteer to name one detail they could add to a sentence before Monday.

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

~4 min

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

"Today our only job is to NOTICE — to find a sentence that could be made stronger. Read this with me: "There was fresh water. Crops could grow.""

▸ *Give quiet think time. Have students point to the two short sentences that could be joined or given more detail. We are only spotting them today — not revising yet.*

ANSWER KEY: Two short sentences that could be combined or given more detail.

CHECK FOR UNDERSTANDING

Ask: "Point to a spot we could make stronger." Expected: the two short, choppy sentences.

COMMON MISCONCEPTION

Students may look for a spelling or grammar error — remind them nothing is wrong; we're hunting for a chance to add.

POSSIBLE STUDENT QUESTION

"Is this sentence broken?" No — it's correct, but short. Revising makes it fuller.

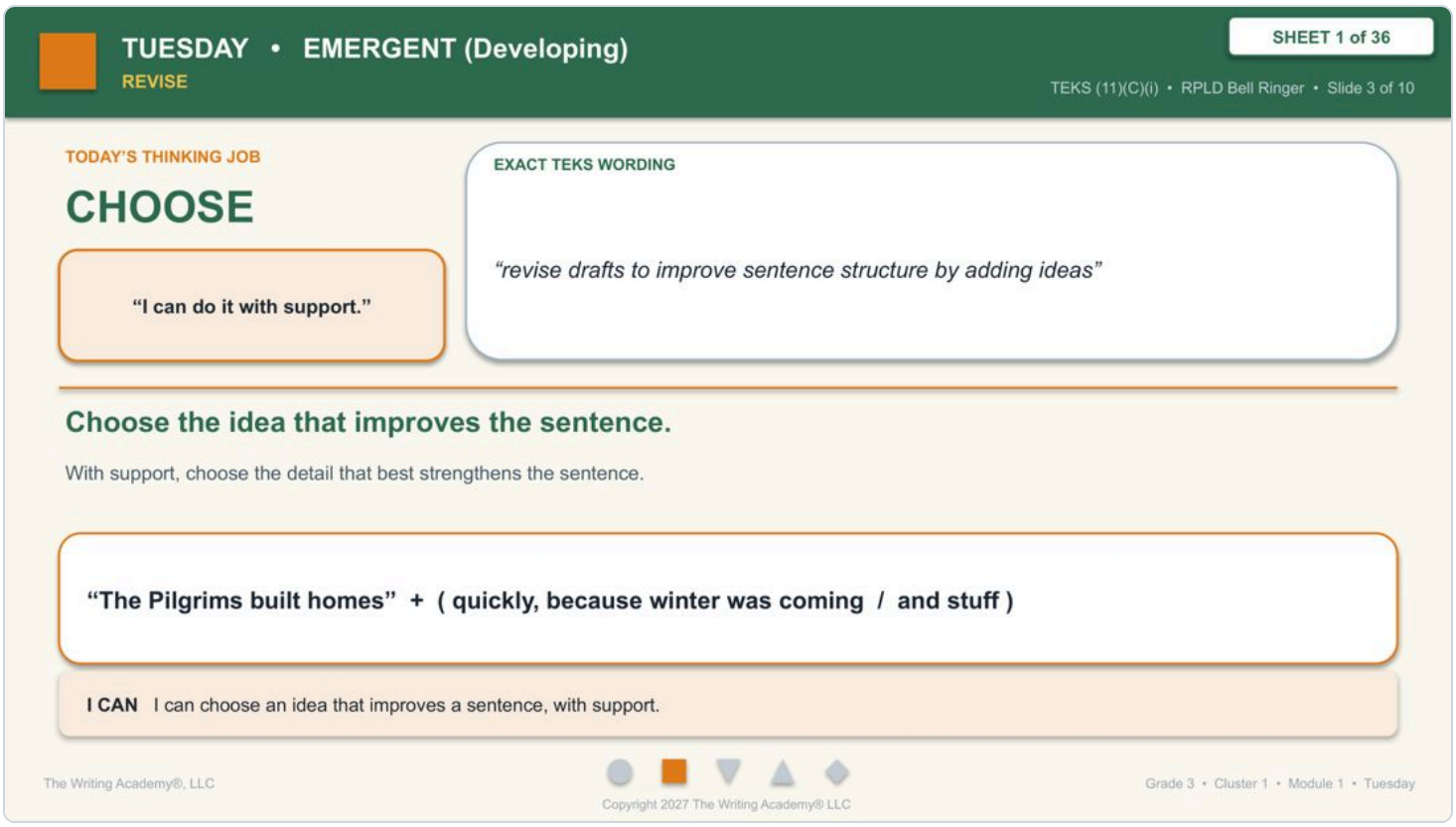
RPLD EVIDENCE & ADVICE

Noticing a revision opportunity with a prompt is Foundational. Give wait time; accept pointing.

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

When easy, nudge to CHOOSE: "What idea could we add to tell more?"

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

~4 min

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

"When you tell a story, you choose the detail that makes it interesting. Revising works the same way. Read with me: "The Pilgrims built homes," and choose what to add — "quickly, because winter was coming" or "and stuff.""

▸ *Guide students to "quickly, because winter was coming." Ask why together: it adds a real reason and detail; "and stuff" adds nothing.*

ANSWER KEY: "quickly, because winter was coming" — it adds a real reason/detail.

CHECK FOR UNDERSTANDING

Ask: "Which idea makes the sentence stronger, and why?" Expected: "quickly, because winter was coming" — it adds real information.

COMMON MISCONCEPTION

Students may pick the vague option ("and stuff") because it's shorter or sounds casual.

POSSIBLE STUDENT QUESTION

"Why isn't 'and stuff' a good add?" It doesn't tell the reader anything new.

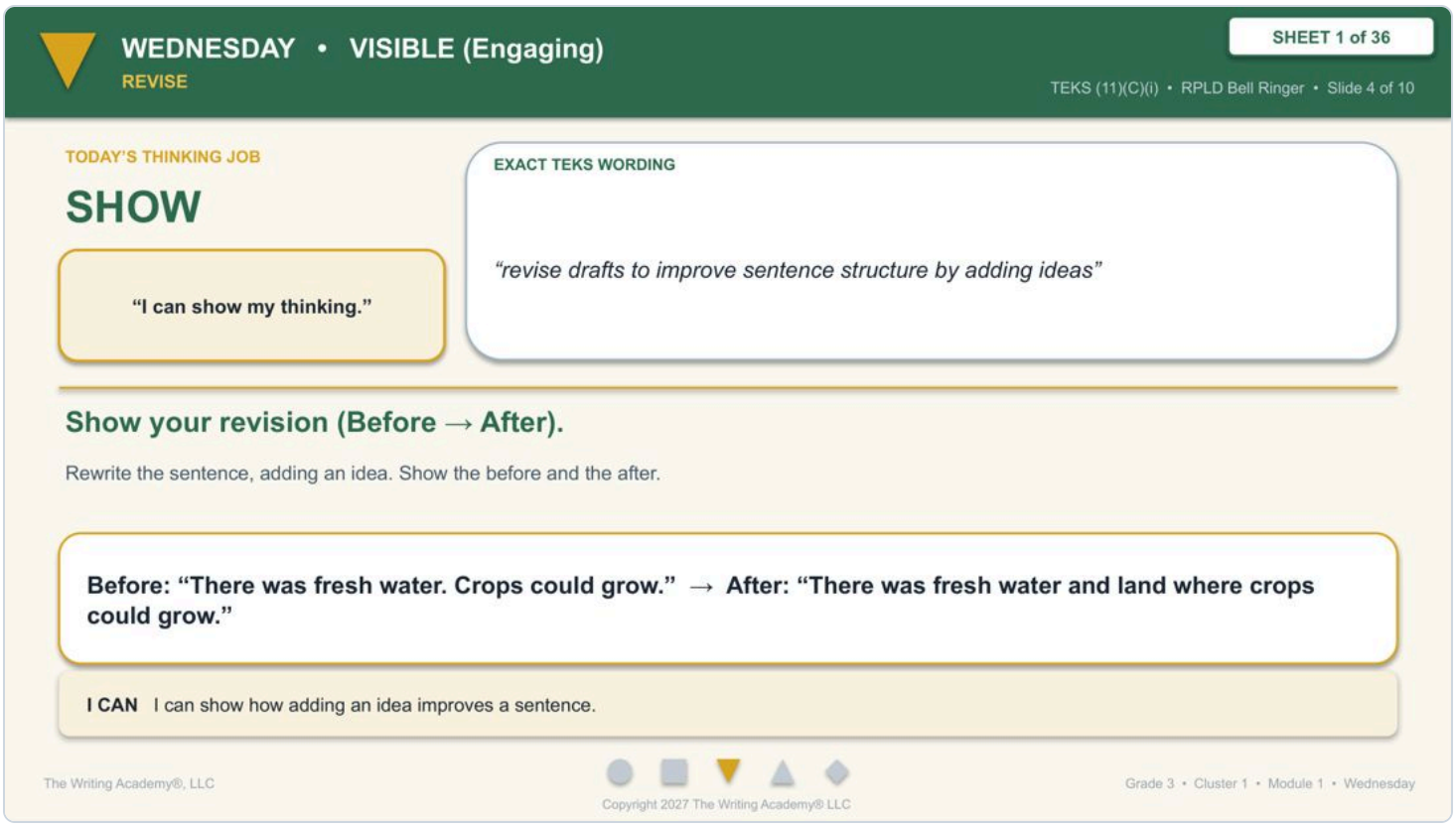
RPLD EVIDENCE & ADVICE

Choosing the stronger detail with support is Emergent. Keep the "does it add real meaning?" scaffold.

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

To move to SHOW, ask them to explain how the added idea helps the reader.

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

~4 min

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

"Strong writers can show their thinking — a Before and an After. Read the Before: "There was fresh water. Crops could grow.""

▸ *Have students rewrite it into one stronger sentence by adding an idea, then read their Before and After aloud.*

"Here's one strong After: "There was fresh water and land where crops could grow." Notice how one fuller sentence tells the reader more."

ANSWER KEY: Before → After: "There was fresh water and land where crops could grow."

CHECK FOR UNDERSTANDING

Ask: "Show your Before and After and tell what you added." Expected: one combined sentence plus what idea was added.

COMMON MISCONCEPTION

Students may just glue the two sentences with "and" without adding a real idea.

POSSIBLE STUDENT QUESTION

"Do I have to change every word?" No — keep what works, add what's missing.

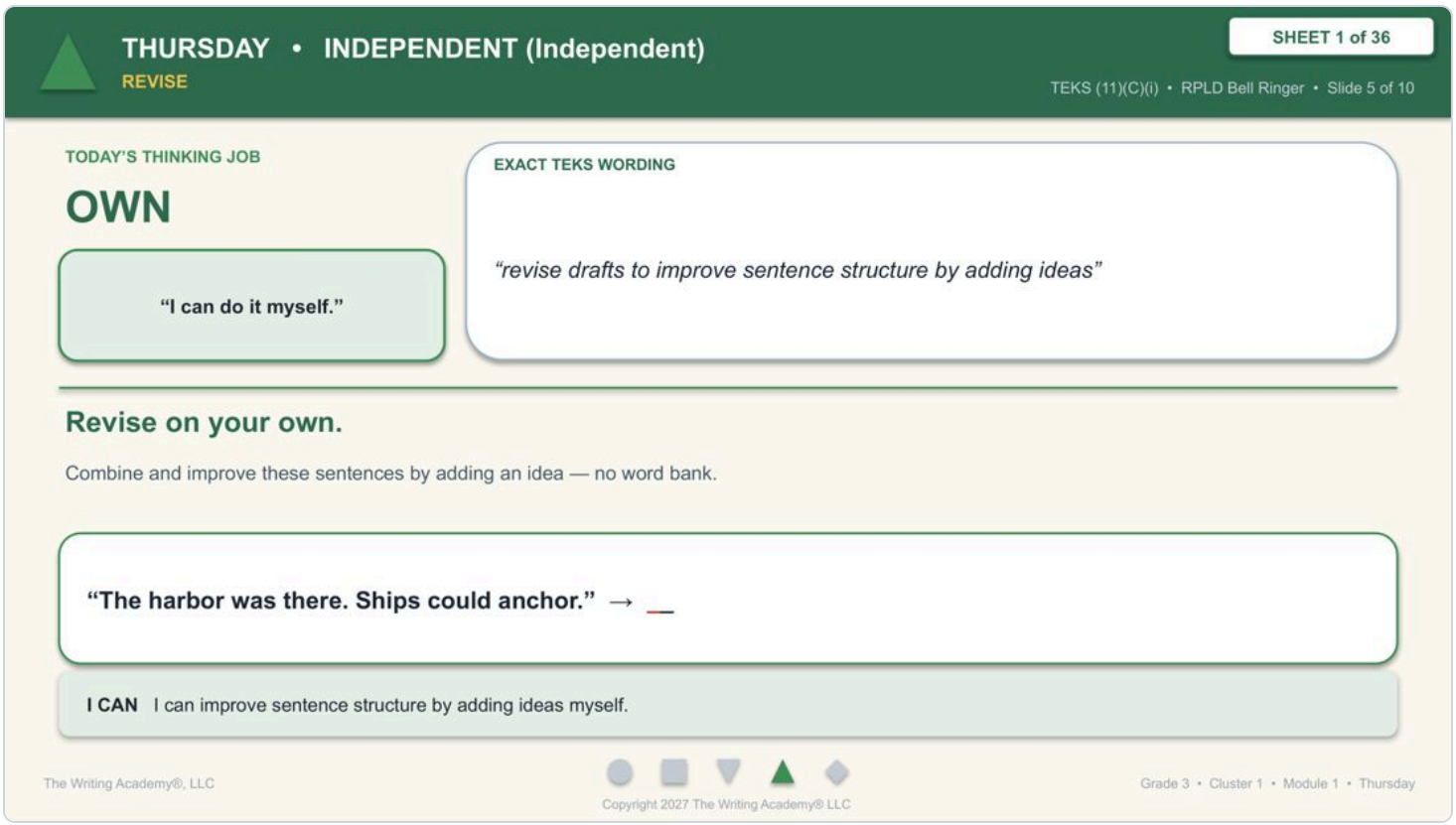
RPLD EVIDENCE & ADVICE

A visible Before→After with an explanation is Visible evidence. Look for the added idea, not just a longer sentence.

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

To move to OWN, remove the model and have them revise a fresh pair with no help.

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

~4 min

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

"Editor's chair is yours — no help from me. Read this pair: "The harbor was there. Ships could anchor." Combine and improve them by adding an idea."

▸ *No word bank. Have students write one stronger sentence, reread it, then revise a sentence of their own the same way.*

ANSWER KEY: e.g., "The harbor was there, so ships could anchor safely." (combined + added an idea)

CHECK FOR UNDERSTANDING

Have students hand you the revised sentence. Expected: one sentence that combines the two and adds an idea (e.g., "safely").

COMMON MISCONCEPTION

Students may combine without adding anything new, or add a detail that doesn't fit.

POSSIBLE STUDENT QUESTION

"Is there one right answer?" No — any added idea that makes it clearer and stronger works.

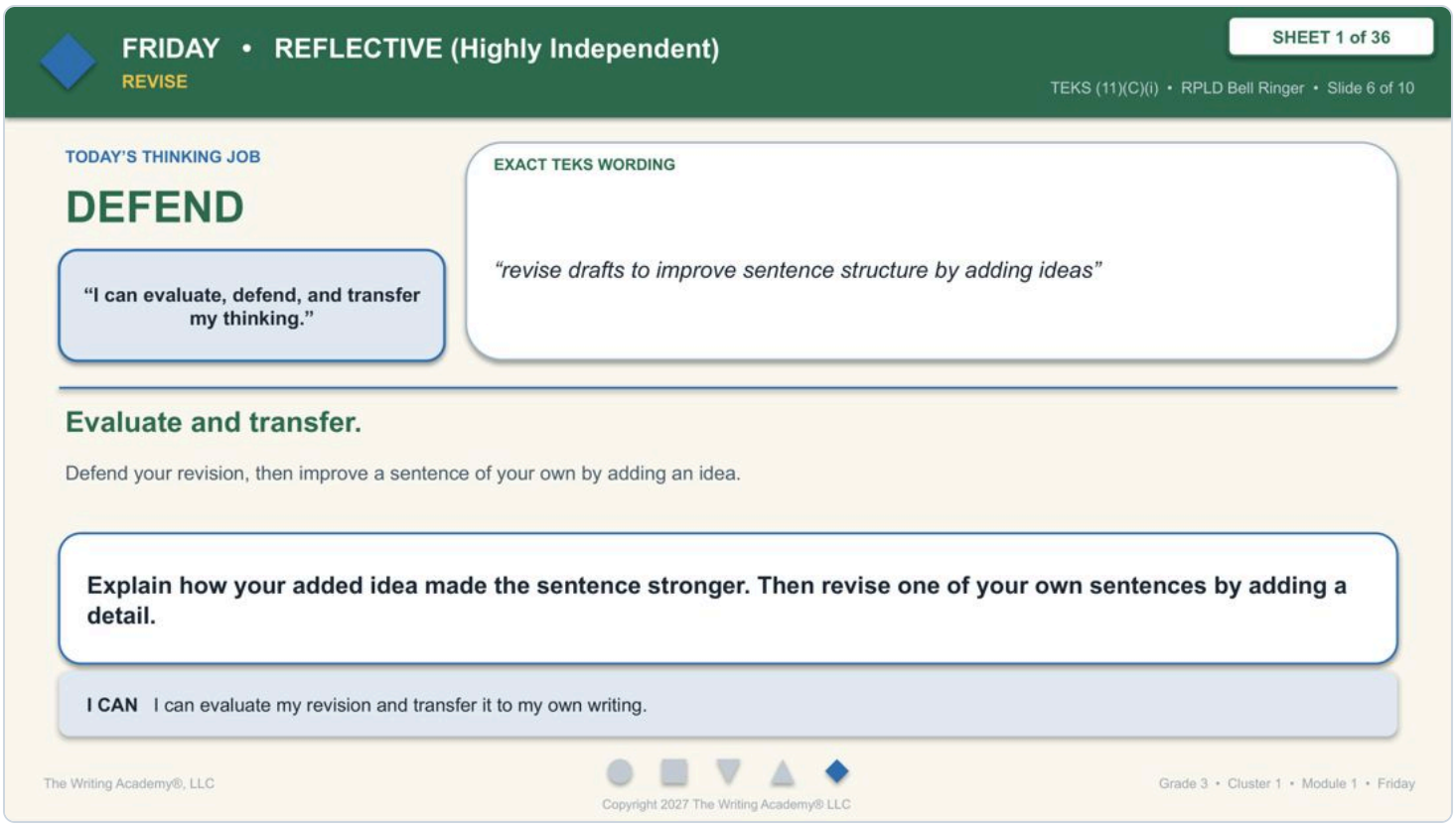
RPLD EVIDENCE & ADVICE

Revising without prompts is Independent evidence. Do not re-supply the model.

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

To move to DEFEND, ask them to justify how their addition made it stronger.

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

~5 min

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

"Being able to explain WHY a change helps shows up in every essay you'll write. Tell me: how did adding "so ships could anchor safely" make the sentence stronger?"

▸ *Guide to: it tells the reader WHY the harbor mattered, so the writing gives more information.*

"Now transfer it — find a short sentence in your own writing and make it stronger by adding an idea, and be ready to defend your choice."

ANSWER KEY: The added idea tells the reader WHY it mattered; transfer to the student's own writing.

CHECK FOR UNDERSTANDING

Ask: "Defend your revision, then add an idea to a sentence of your own." Expected: a clear reason plus a self-written, stronger sentence.

COMMON MISCONCEPTION

Students may give the right revision but a weak reason ("it's longer") instead of "it adds meaning."

POSSIBLE STUDENT QUESTION

"Can a sentence have too many added ideas?" Yes — add what helps; cut what clutters (that's the Delete habit).

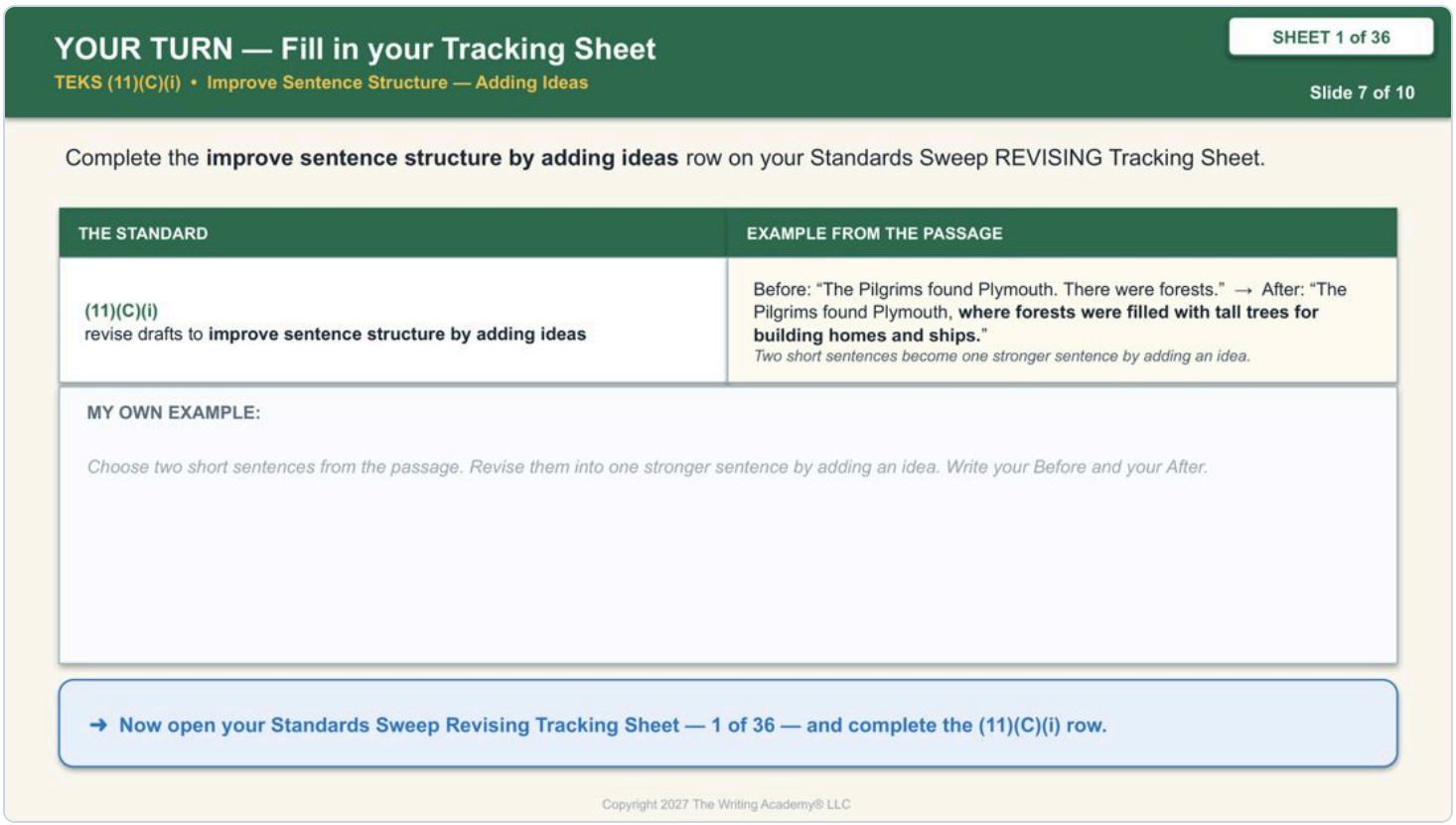
RPLD EVIDENCE & ADVICE

Justifying and transferring is Reflective — the top level. Look for reasoning tied to meaning, then application.

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

Stretch: have them revise an earlier piece of their own writing by adding one strong idea.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · YOUR TURN · Fill in the Tracking Sheet

~5 min

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

"Now make this thinking your own."

▸ *Students complete the "improve sentence structure by adding ideas" row on their Standards Sweep REVISING Tracking Sheet — the standard, their own Before→After example, and the idea they added. Circulate to read where each student sits on the climb.*

ANSWER KEY: Student's own Before→After shows an added idea that strengthens the sentence.

CHECK FOR UNDERSTANDING

Collect the row: the example should show a real added idea, not just a longer sentence.

COMMON MISCONCEPTION

Students may copy the sample instead of writing their own.

POSSIBLE STUDENT QUESTION

"Any topic?" Yes — as long as the added idea makes the sentence stronger.

RPLD EVIDENCE & ADVICE

The tracking sheet is your record of each student's level for this revising skill.

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

For more, have them trade sentences with a partner to revise by adding.

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

~3 min

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

"Let's trace our thinking across the week."

▸ *Have students self-check and correct: NOTICE — the two short sentences could be combined/given more detail. CHOOSE — "quickly, because winter was coming." SHOW — "There was fresh water and land where crops could grow." OWN — "The harbor was there, so ships could anchor safely." DEFEND — the added idea tells the reader WHY, making the writing stronger.*

ANSWER KEY: combine · "quickly, because winter was coming" · fresh water + land · harbor + safely · adds the WHY.

CHECK FOR UNDERSTANDING

Students compare their revisions to each level's answer and mark where they added a strong idea.

COMMON MISCONCEPTION

They may accept a longer sentence with no new idea — require a real addition.

POSSIBLE STUDENT QUESTION

"Right sentence, weak reason?" Restate the "it adds meaning" reason.

RPLD EVIDENCE & ADVICE

Self-checking against the answers is Visible-level work.

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

Ask a self-corrector what idea they added and why it helped.

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SHOW WHAT YOU KNOW — Test-Style Question

TEKS (11)(C)(i) • Improve Sentence Structure — Adding Ideas

SHEET 1 of 36

Slide 9 of 10

Read this part of a student's draft.

(3) The Pilgrims explored the land. (4) They found an area called Plymouth.

What is the BEST way to combine sentences 3 and 4 to improve the writing?

A The Pilgrims explored the land they found an area called Plymouth.

B The Pilgrims explored the land and found an area called Plymouth, which had a safe harbor.

C The Pilgrims explored. The land. Plymouth they found.

D No change is needed.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · SHOW WHAT YOU KNOW · Test-Style Question

~3 min

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

"Here's a real-test-style question — and once you can spot the strongest revision, you're in control. Read the draft: "(3) The Pilgrims explored the land. (4) They found an area called Plymouth." What is the BEST way to combine sentences 3 and 4 to improve the writing?"

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

ANSWER KEY: (hold — revealed on the next slide)

CHECK FOR UNDERSTANDING

Have students commit before the reveal. Expected: the choice that combines the two and adds a helpful idea.

COMMON MISCONCEPTION

Students may pick a run-on (A) or a choppy option (C) because it uses the same words.

POSSIBLE STUDENT QUESTION

"Why isn't 'No change' right?" Two short sentences can be made stronger by combining and adding an idea.

RPLD EVIDENCE & ADVICE

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

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

After the reveal, have students explain why each wrong option is weaker.

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SHOW WHAT YOU KNOW — Answer

TEKS (11)(C)(i) • Improve Sentence Structure — Adding Ideas

SHEET 1 of 36

Slide 10 of 10

Correct answer: B The Pilgrims explored the land and found an area called Plymouth, which had a safe harbor.

WHY THIS IS CORRECT

Choice B combines the two short sentences into one and adds an idea (the safe harbor). This improves the sentence structure and gives the reader more information.

WHY THE OTHER CHOICES ARE REVISION TRAPS

A is a run-on — two sentences joined with no connecting word. C is broken into fragments. D is wrong because two short, choppy sentences can be improved by combining them and adding an idea.

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TEACHER SAYS & DOES · SLIDE 10 OF 10 · SHOW WHAT YOU KNOW · Answer

~2 min

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

"Here's the payoff: the best answer is B — "The Pilgrims explored the land and found an area called Plymouth, which had a safe harbor." It combines the two sentences AND adds an idea (the safe harbor)."

▸ *Walk through why the others are weaker: A is a run-on with no connecting word, C is choppy fragments, D leaves the writing short and choppy.*

"Remember all week: combining and adding an idea makes writing clearer and stronger."

ANSWER KEY: B — combines sentences 3 & 4 and adds an idea (the safe harbor).

CHECK FOR UNDERSTANDING

Confirm the choice and reason: B — it combines and adds a helpful idea.

COMMON MISCONCEPTION

Students may remember the letter but not the reason — tie it back to "combine + add an idea."

POSSIBLE STUDENT QUESTION

"Will the test always ask to combine?" Not always — practice choosing the strongest revision, not guessing.

RPLD EVIDENCE & ADVICE

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

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

Extension: have students write their own two short sentences for a partner to combine and improve.

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GRADE 3 • PREPARE • MODULE 3 • REVISING

Standards Sweep REVISING Tracking Sheet

Read the standard and the example. Then write your own example, and record your answer to the deck question.

Reading Selection: "The Mystery of the Traveling Shell"

THE STANDARD	EXAMPLE FROM THE DRAFT
(11)(C)(iii) Revising: Adding Ideas revise drafts **by adding ideas for coherence**	After "Emsy studied the old shell," add: **"It was smooth and covered in tiny lines."** *The added sentence gives more detail and stays on topic.*

MY OWN EXAMPLE:

Show What You Know — my answer to the deck question

(1) Emsy studied the old shell.
(2) _____
(3) She wondered where it had traveled from.

Which sentence could BEST be added as sentence 2?

- ○ A. It was smooth and covered in tiny lines.
- ○ B. Emsy really likes pizza for lunch.
- ○ C. The sky outside was bright blue.
- ○ D. Then Emsy walked home for dinner.

Why I chose it:

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Guided Practice — The Five Thinking Levels

Work through all five levels. Read each thinking job, then write your answer in the box.

(11)(C)(iii) Revising: Adding Ideas • Reading Selection: “The Mystery of the Traveling Shell”

NOTICE
Foundational

Read the draft. Find a spot where more detail would help.

“Emsy studied the old shell. She wondered where it came from.”

CHOOSE
Emergent

With support, choose the sentence that fits best after the first one.

(It was smooth and covered in tiny lines. / Emsy liked pizza.)

SHOW
Visible

Tell why the added sentence fits and keeps the ideas connected.

Add after: “Emsy studied the old shell.”

OWN
Independent

Write a sentence that could be added to give more detail — on topic.

After “Emsy studied the old shell,” add one detail sentence.

DEFEND
Reflective

Defend your added sentence, then add one idea to a draft of your own.

Explain why your sentence fits and stays on topic. Then add a fitting idea to one of your own paragraphs.

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