



NISD Engage Conference 2026

Score a Touchdown with Authentic Text Interaction! &
Revising Skills for the Win!

Northwest ISD

T o s h M c G a u g h y
say it Mc-GOY

ENGAGE

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the survey
at the end.





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Revising Skills for the Win!

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Digital access to this agenda & the links: <https://tinyurl.com/NWengageTosh>

Score a Touchdown with Authentic Text Interaction! SLIDES

Using Comprehension & Response TEKS Pairs for Authentic Text Int

Revising Skills for the Win! SLIDES

Revising Skills: Tested in Revising & on the ECR, Collaborative Drafting



Please keep in touch!

email: toshmcaughy@gmail.com

website:

www.tinyurl.com/ToshShares

weekly email update:

www.tinyurl.com/ToshWeeklyUpdate

Thank you for being here today.
Please share your feedback with me by
scanning the QR code. ~TM

<https://tinyurl.com/NWfbTosh>



My website (above) has many more resources, but the ones used in our session
are linked below. If you ever can't find something, please just email me.

[PowerPairs folder](#)

[PowerPair lesson links](#)

[What Do You Do With
an Idea folder](#)
[Legend of the
Bluebonnet](#)
[Hidden Figures folder](#)

[ECR All the Things](#)
[ECR rubrics by grade
level with links](#)

[Revising All the
Things](#)

[Assessed TEKS folder](#) (TEKS Clarifiers are linked)

[TEKS-based Strategies](#)

[TEKS bookmarked by strand](#)

[Shared Reads with Interaction Tasks](#)





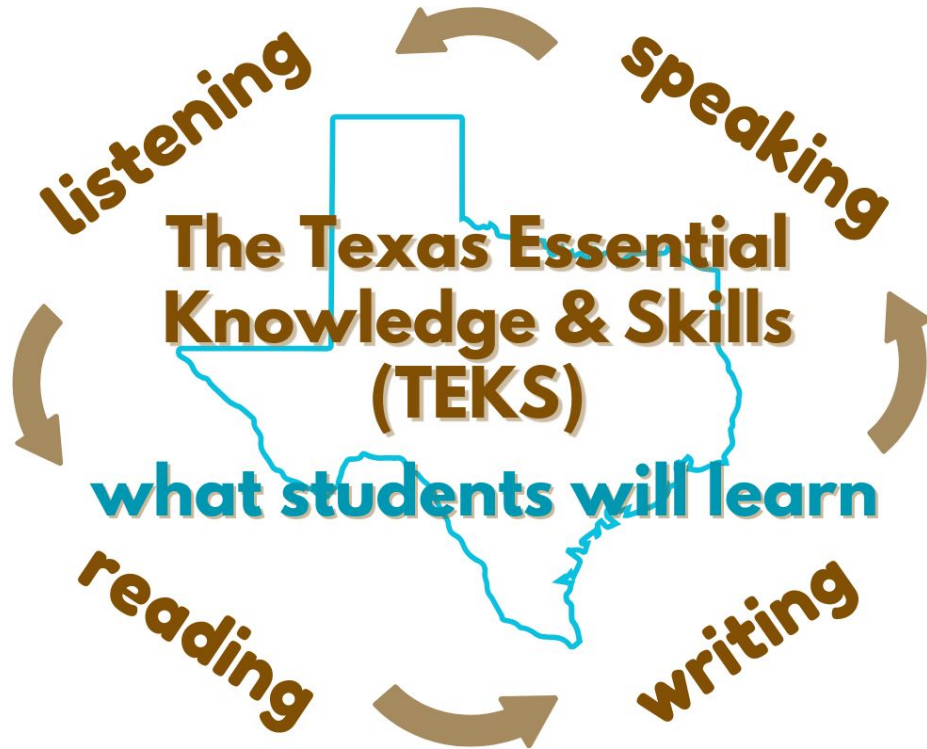
Please call me Tosh.
Please ask questions.
All resources & more
are linked in agenda.



<https://tinyurl.com/NWengageTosh>

The Language Domains

how students will learn



State of Texas Assessments of Academic Readiness

TEKS = standards we
teach in Texas
STAAR = state
assessment that measures
student mastery of those
standards

Revising TEKS

The **3 TEKS** that are tested at every grade level in the Revising passages are **all Readiness Standards**.

Bi organization
Bii development

C revise for
specific skills



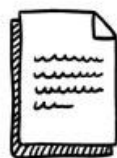
plan

develop drafts

revise drafts

edit drafts

share & publish



Plan

Develop

Revise

Edit

Publish

Organization Vertical

develop drafts into a focused, structured, and coherent piece of writing by:

organizing with purposeful structure, including an:

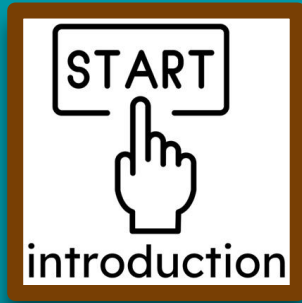
3.11Bi introduction and a conclusion

4.11Bi–5.11Bi introduction, transitions, & a conclusion

6.10–8.10Bi introduction, transitions, coherence within and across paragraphs, and a conclusion

1–2.9Bi organizing structure appropriate to purpose, audience, topic, and context

Organization concepts assessed with Drafting Bi TEKS:



K	revise drafts by adding details in pictures or words
1st	revise drafts by adding details in pictures or words
2nd	revise drafts by adding, deleting, or rearranging words, phrases, or sentences
3rd	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
4th	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
5th	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
6th	revise drafts for clarity, development, organization, style, word choice, and sentence variety
7th	revise drafts for clarity, development, organization, style, word choice, and sentence variety
8th	revise drafts for clarity, development, organization, style, word choice, and sentence variety
Eng 1	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness , including use of parallel constructions and placement of phrases and dependent clauses
Eng 2	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness , including use of parallel constructions and placement of phrases and dependent clauses
Eng 3	revise drafts to improve clarity, development, organization, style, diction, and sentence fluency , both within and between sentences
Eng 4	revise drafts to improve clarity, development, organization, style, diction, and sentence fluency , both within and between sentences

Bi

- ❑ introductions
- ❑ transitions
- ❑ topic sentence
- ❑ coherence
- ❑ conclusion

C

- ❑ word choice/diction
- ❑ clarity
- ❑ sentence structure

word choice	clarity	sentence structure
dog scruffy, wet puppy	CLARITY	_____,and ____.





Revision is the
STEP OF THE WRITING PROCESS
when writers revisit, reread, &
review what they have written to
see what can be improved.

Clarity, word choice, coherence,
development, organization, & sentence
effectiveness are **WHAT** writers are
looking to improve.

Replacing, adding, deleting, and
rearranging are **HOW** writers improve
their writing when they revise.

How is this weighted on STAAR?



3rd-5th

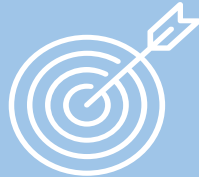
ECR
19.23%

How Much Does Everything Count?

Reading
24?s
50%



Revising
8?s
15%



Editing
8?s
15%



2025

6th

ECR
17.86%

How Much Does Everything Count?

Reading
27?s
52%



Revising
9?s
16%



Editing
8?s
14%



2025

E2

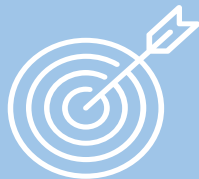
ECR
15.6%

How Much Does Everything Count?

Reading
30?s
52%



Revising
12?s
19%



Editing
9?s
16%



Revising Skills: How They are Tested in Revising Passages





organization

10Bi

order or structure that a writer chooses to make the message clear for a reader

introduction, transition, conclusion, topic sentence, concluding sentence



coherence

10Bi

how the writer connects the ideas in sentences & paragraphs

Where does the sentence fit related to the other sentences?



development

10Bii

building on the controlling idea/thesis with relevant details

Where would the detail best fit? What detail does not support the controlling idea?



clarity

10C

being clear & concise in writing

*unnecessary words?
repeated words?
vague or confusing wording?*



**word choice/
diction**

10C

the writer's selection of words based on their purpose, message, & audience

stronger (more specific, precise, or positive) word



sentence variety

10C

varying the length and structure of sentences

What is the best way to revise or combine the sentence(s)?

Only 3 TEKS are labeled in the STAAR revising passage keys, but 6 skills are tested. Match the questions with the skill.



organization

11Bi

order or structure that a writer chooses to make the message clear for a reader

introduction, transition, conclusion, topic sentence, concluding sentence



development

11Bii

building on the central idea with relevant details

what detail would best support the central idea? where would the detail best fit?



sentence structure

11C

the grammatical arrangement of words in a sentence

what is the best way to revise or combine the sentence(s)?



word choice

11C

the writer's selection of words based on their purpose, message, & audience

stronger (more specific, precise, or positive) word



coherence

11C

how the writer connects the ideas in sentences & paragraphs

where does the sentence fit related to the other sentences?



clarity

11C

being clear & concise in writing

unnecessary words? repeated words? vague or confusing wording?

Only 3 TEKS are labeled in the STAAR revising passage keys, but 6 skills are tested. Match the questions with the skill.

a **key** is attached to the
back of your revising
mat :)



3 TEKS =
lots of
skills

Always
look at the
skill & the
state
average.

Spring 2025 RLA Revising Questions Item Analysis 2023 2024

below 50%

Revising Hyperdoc

3rd	TEKS (skill)	Item Type	State % correct
26	3.11Bi: central idea in introduction	MC	56
27	3.11Bii: development	MC	58
28	3.11C: clarity	MC	58
29	3.11C: word choice	MC	56
30	3.11C: SCR, clarity	WSCR	52
31	3.11C: sentence structure (clarity)	MC	50
32	3.11C: clarity	MC	44
33	3.11Bi: conclusion (<i>closing sentence</i>)	MC	50

4th	TEKS (skill)	Item Type	State % correct
26	4.11Bii: development	MC	61
27	4.11Bi: coherence	MC	66
28	4.11C: clarity	MC	66
29	4.11C: sentence structure (combining)	WSCR	57

Revising Skills: How They are Tested on the ECR



The TEKS Scored by the Extended Constructed Response Rubric

Readiness Standards

Supporting Standards

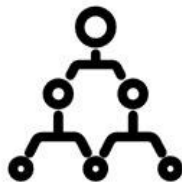
**central idea/
controlling idea/
thesis**



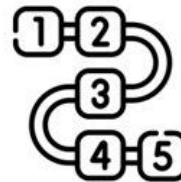
text evidence



development



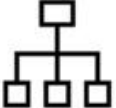
organization



editing

" ? & ! ;

ECR rubric

3rd- 5th		Informational Response Rubric			
Organization  & Development of Ideas 	3 <i>fully developed</i>	2 <i>effective</i>	1 <i>limited</i>	0 <i>unsuccessful</i>	
	☐ central idea is clear & fully-developed ☐ organization is effective ☐ evidence is specific, well-chosen, & relevant ☐ expression of ideas is clear & effective	☐ central idea is clear & fully-developed ☐ organization is effective ☐ evidence is specific, well-chosen, & relevant ☐ expression of ideas is clear & effective	☐ central idea is clear & fully-developed ☐ organization is effective ☐ evidence is specific, well-chosen, & relevant ☐ expression of ideas is clear & effective	☐ central idea is clear & fully-developed ☐ organization is effective ☐ evidence is specific, well-chosen, & relevant ☐ expression of ideas is clear & effective	☐ central idea is clear & fully-developed ☐ organization is effective ☐ evidence is specific, well-chosen, & relevant ☐ expression of ideas is clear & effective
Total of top & bottom: ____ / 5	Conventions " ? & ! ;	2 <i>effective</i>	1 <i>limited</i>	0 <i>unsuccessful</i>	
		Consistent command of grade-level conventions correct: ☐ sentence ☐ comma ☐ punctuation ☐ capitalization ☐ grammar ☐ spelling	Inconsistent command of grade-level conventions correct: ☐ sentence ☐ comma ☐ punctuation ☐ capitalization ☐ grammar ☐ spelling	Little to no command of grade-level conventions correct: ☐ sentence ☐ comma ☐ punctuation ☐ capitalization ☐ grammar ☐ spelling	

DRAFTING & REVISING

EDITING

Teaching Revision Skills

Let's Write: Collaborative Drafting



plan



Plan

develop drafts



Develop

revise drafts



Revise

edit drafts



Edit

share & publish



Publish

First,

- Take a mandarin orange.
- Peel it & eat it.



Second,

- As a group, write a “how-to” paragraph for **how to peel & eat a mandarin orange**. Title it.
- Write your **rough draft** paragraph in marker on the large white paper.

What are benefits of collaborative drafting with student writers?



Let's Talk About Revision



plan



Plan

develop drafts



Develop

revise drafts



Revise

edit drafts



Edit

share & publish



Publish

Revision Skills Sequence



**word
level**

word choice
dog
scruffy, wet puppy



**single sentence
level**

clarity



**multiple
sentences level**

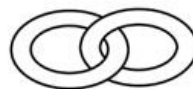
**sentence
structure**

-----, and -----



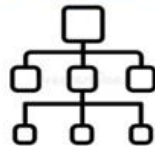
**paragraph
level**

coherence



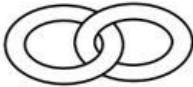
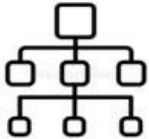
**essay
level**

organization



Let's start with word choice!



word choice <i>dog</i> <i>scruffy, wet puppy</i>	clarity CLARITY	sentence structure <i>_____, and ____.</i>	coherence 	organization 
---	----------------------------------	--	---	--

word choice

dog

scruffy, wet puppy

Get up and go read the
paragraphs of
3 other table groups.
Be looking at their
word choice.
Then, go back to
your table.

word choice

dog

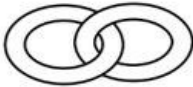
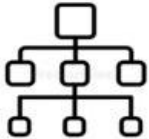
scruffy, wet puppy

**What is a better/
more precise/
stronger word to use?**

Discuss revision possibilities with your group and try to make at least one word choice revision.

Go back to your collaborative paragraph and do some specific revisions with your group.



word choice	clarity	sentence structure	coherence	organization
<i>dog</i> <i>scruffy, wet puppy</i>	CLARITY	_____, and ____.		

word choice

dog

scruffy, wet puppy

**What is a better/
more precise/
stronger word to use?**

What did
you change
& why?



word choice

dog

scruffy, wet puppy

**What is a better/
more precise/
stronger word to use?**

word banks,
partner & group
brainstorming,
gallery walks of
drafts, reading
“collections”



ECR Note

Because **word choice** is scored by the ECR rubric, it is described in the TEA scoring guides.

word choice

~~dog~~
scruffy, wet puppy

**What is a better/
more precise/
stronger word to use?**

Organization and Development of Ideas: 3

The writer presents the clear central idea that "Soil is important to all living things in ways you might not know." The introduction is limited to only the central idea, but the writer does include an effective conclusion. Relevant text-based evidence ("Plants need . . . The only way they can do so is by using their roots to take nutrients and water from the soil"; "If we did not have soil no plants would survive. We would not survive as well") is presented that logically develops the central idea. **Word choice** is effective and enhances the response ("nutrients," "survive," "gross"). Overall, the response reflects a thorough understanding of the writing purpose.

Organization

We have **organization** TEKS in 3 different strands of our TEKS, & all of them are **Readiness or Supporting standards** for the redesigned STAAR.

**Multiple
Genres**
(reading)
Diii
what

**Author's
Purpose &
Craft**
B
why

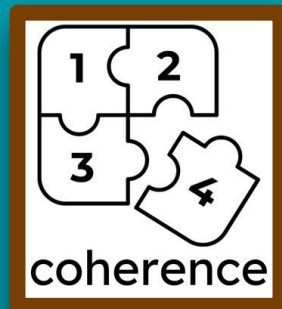
**Composition
(writing)**
Bi
how

Organization Tested

	2023	2024	2025
3rd	conclusion, closing sentence in a paragraph/ transition between paragraphs	central idea, coherence, topic sentence	central idea in introduction, closing sentence in conclusion
4th	central idea in introduction, introduction	transition between paragraphs	coherence, concluding sentence in conclusion
5th	transition	transition, transition between paragraphs	closing sentence in conclusion, transition, coherence
6th	coherence between paragraphs, conclusion, sentence to sentence coherence	controlling idea in introduction, transition, conclusion	concluding sentence in a paragraph, closing sentence in conclusion, introduction, transition
7th	sentence to sentence coherence, transition, conclusion, controlling idea in introduction, coherence between paragraphs	transition, topic sentence, conclusion	transition, introduction
8th	claim in introduction, conclusion, transition, coherence between paragraphs	coherence between paragraphs, conclusion, controlling idea in introduction	topic sentence, conclusion, sentence to sentence coherence
Eng1	conclusion, coherence between paragraphs, topic sentence, transition	introduction, transition, coherence between paragraphs, conclusion	sentence to sentence coherence, transition, conclusion, coherence between paragraphs
Eng2	transition, thesis in introduction, coherence between paragraphs, sentence to sentence coherence	closing sentence in conclusion, transition, coherence between paragraphs	sentence to sentence coherence, conclusion, coherence between paragraphs

If students are going to be asked to revise for these specific organization understandings, how can we also have them analyze them in their reading?

Every text is a mentor text.



1.  Circle every place you use the word “orange” or “mandarin”.
2. Underline every place where you use transitions.
3. Draw a  squiggly line under every place you use a pronoun for the orange.
4. Put a  BOX around every place where you use a different word for the orange (like “snack” or “fruit” or “clementine”).



How many ways did **your** group create coherence?

coherence: how ideas in sentences connect to each other and how the whole piece of writing “makes sense”

Ways that Writers Create Coherence

repeated word	synonym or pronoun	sequence words (transitions)	chronology (dates and times)	conjunctions	phrases or groups of words that relate to the previous sentence
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Start off with less “ways” when you are introducing this.

coherence: how ideas in sentences connect to each other and how the whole piece of writing “makes sense”

Ways that Writers Create Coherence

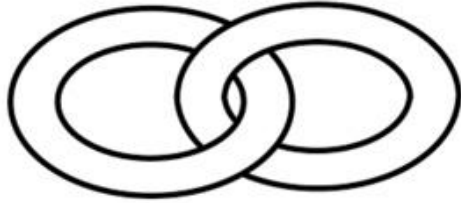
repeated word

synonym or
pronoun

sequence words
(transitions)

chronology
(dates and times)

coherence



**How do the ideas
connect from one
sentence to the next
sentence?**

**When is
coherence
taught in the
2017 Texas
RLA standards?**

The Vertical Coherence of Coherence in Our TEKS

	Drafting	Revising
K	develop drafts in oral, pictorial, or written form	revise drafts by adding details in pictures or words
1st	develop drafts in oral, pictorial, or written form	revise drafts by adding details in pictures or words
2nd	develop drafts in oral, pictorial, or written form	revise drafts by adding, deleting, or rearranging words, phrases, or sentences

	Drafting		Revising
3rd	develop drafts into a focused, structured, and coherent piece of writing	organizing with purposeful structure: introductions & conclusions	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
4th	develop drafts into a focused, structured, and coherent piece of writing	organizing with purposeful structure: introductions, transitions, & conclusions	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity
5th	develop drafts into a focused, structured, and coherent piece of writing	organizing with purposeful structure: introductions, transitions, & conclusions	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

	Drafting		Revising
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	Drafting		Revising
6th	develop drafts into a focused, structured, and coherent piece of writing	organizing with purposeful structure: introductions, transitions, coherence within and across paragraphs, & conclusions	revise drafts for clarity, development, organization, style, word choice, and sentence variety
7th	develop drafts into a focused, structured, and coherent piece of writing	organizing with purposeful structure: introductions, transitions, coherence within and across paragraphs, & conclusions	revise drafts for clarity, development, organization, style, word choice, and sentence variety
8th	develop drafts into a focused, structured, and coherent piece of writing	organizing with purposeful structure: introductions, transitions, coherence within and across paragraphs, & conclusions	revise drafts for clarity, development, organization, style, word choice, and sentence variety

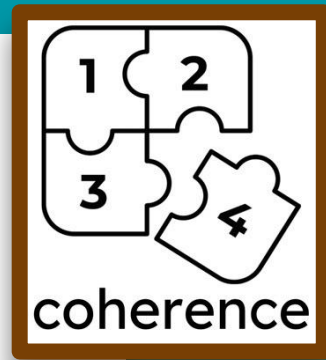
	Drafting		Revising
Eng1	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations	using an organizing structure appropriate to purpose, audience, topic, and context	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness , including use of parallel constructions and placement of phrases and dependent clauses
Eng2	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations	using an organizing structure appropriate to purpose, audience, topic, and context	revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness , including use of parallel constructions and placement of phrases and dependent clauses

	Drafting		Revising
Eng3	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations	using strategic organizational structures appropriate to purpose, audience, topic, and context	revise drafts to improve clarity, development, organization, style, diction, and sentence fluency , both within and between sentences
Eng 4	develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations	using strategic organizational structures appropriate to purpose, audience, topic, and context	revise drafts to improve clarity, development, organization, style, diction, and sentence fluency , both within and between sentences

coherent means...

3rd-5th: the writing **makes sense**

6th-8th: the writing is **logical**



coherence: having a clear and tightly connected relationship among all the parts in an effective speech or piece of writing achieved by ordering ideas, sentences, and paragraphs **logically**.

TEA's definition



How can we help
students identify
coherence in the
texts they read?

Take the sentence strips out of the baggie and organize them into a coherent paragraph.

There will be 3 sentences that do not belong.

What were the **ways** that the author created coherence?

coherence: how ideas in sentences connect to each other and how the whole piece of writing “makes sense”

Ways that Writers Create Coherence

repeated word	synonym or pronoun	sequence words (transitions)	chronology (dates and times)	conjunctions	phrases or groups of words that relate to the previous sentence
---------------	--------------------	---------------------------------	---------------------------------	--------------	---

Why is the first sentence?

What do we call this type of sentence in a paragraph?



topic
sentence

topic sentence

My mom makes the best salsa.

What **pronoun** in the second sentence connects to the first sentence?

My mom makes the best salsa.

She uses all fresh ingredients, and she hand chops everything.

What **transition** is used in the 3rd sentence to connect to the 2nd sentence?

She **uses all fresh ingredients** and she hand chops everything.

First, she dices 4 or 5 medium fresh tomatoes.

What **repeated word** is used in the 4th sentence and what **transition**?

First, she **dices** 4 or 5 medium fresh tomatoes.

Next, she **dices** one red onion.

What **transition phrase** is used
in the 5th sentence?

Next, she dices one red onion.

After the onion goes in, she removes the husks
from 5 or 6 tomatillos, rinses them, and cuts them
up into small pieces.

What **repeated words** are used in the 6th sentence?

After the onion goes in, she removes the husks from **5 or 6 tomatillos**, rinses them, and cuts them up into small pieces.

She chops one bunch of cilantro and adds that to the tomato, onion, and **tomatillo mixture**.

What **transition** is used in the last sentence?

She chops one bunch of cilantro and adds that to the tomato, onion, and tomatillo mixture.

The **final** touch to her perfect salsa is lime juice that she squeezes in from 2 or 3 fresh limes.

Coherence Cut-Apart

This activity is a great introduction for complex texts. Before reading a text, select a meaty paragraph and cut it apart for students. Have students work in pairs or groups to assemble the paragraph.

To do this, they will:

- Read each sentence multiple times.
- Look for, recognize, and use transitions to establish the order or relationships.
- Read carefully to see how the information fits together logically.
- Discuss the author's purpose after comparing.



sentence to sentence
coherence =
internal coherence

paragraph to
paragraph coherence =
external coherence

Transition Words to Add to the Beginning of Sentences

For example,
Finally,
However,
Next,

— , — .

Transition Sentences to Connect Paragraphs

external coherence: last line of one paragraph
has to have something to do with something in
the first line of the next paragraph

Last sentence of this
paragraph...



...has to connect to
something in the first
sentence of the next
paragraph.





4th & 5th “transitions
between paragraphs”

=

6th-8th “coherence
between paragraphs”



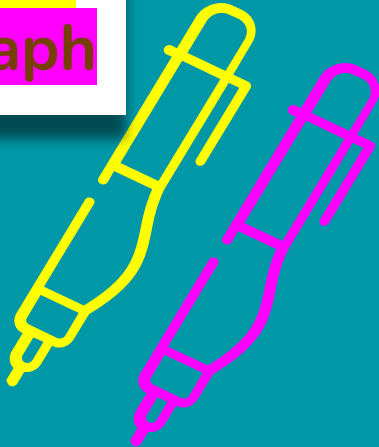
	2023	2024	2025
4th	28. What is the <i>BEST</i> transition to add to the beginning of sentence ____?	27. ____ needs a better transition into the ____ paragraph. Which sentence should replace sentence ____ to improve this transition?	
5th	26. What is the MOST effective transition to add to the beginning of sentence ____?	27. Which transition word or phrase should be added to the beginning of sentence ____? 32. ____ needs a better transition between the ____ paragraph and the ____ paragraph. Which sentence can replace sentence ____ to help improve this transition?	31. What is the BEST transition to add to the beginning of sentence ____?

	2023	2024	2025
6th	30. ___ needs a better transition into the ___ paragraph. Which sentence should replace sentence ___ to improve this transition? 35. ___ has used an inappropriate transition at the beginning of sentence ___. Which transition should replace ___ in this sentence?	34. ___ has not used the most effective transition at the beginning of sentence ___. Which phrase should replace ___ in this sentence?	36. ___ has not used the most effective transition in sentence ___. Which word or phrase should replace ___ in this sentence?
7th	30. What is the MOST effective transition word or phrase to add to the beginning of sentence ___?	28. ___ has not used the most effective transition in sentence ___. Which phrase should replace ___ in this sentence?	31. ___ has not used the most effective transition in sentence ___. Select the word or phrase that should replace ___ in this sentence. Inline choice
8th	33. What is the MOST effective transition to add to the beginning of sentence ___?	30. ___ wants to improve the transition between the ___ paragraph and the ___ paragraph. Which sentence can BEST replace sentence ___ to help accomplish this goal?	

	2023	2024	2025
Eng 1	39. ___ wants to improve the transition between the ___ paragraph and ___ paragraph. Which sentence should replace sentence ___ to accomplish this goal? 42. The word ___ is not an effective transition in sentence ___. Which transition word or phrase should replace ___?	33. What is the BEST transition to add to the beginning of sentence ___?	35. ___ has used an inappropriate transition at the beginning of sentence ___. Which word or phrase should replace ___ in this sentence? 41. ___ needs a better transition between the ___ paragraph and the ___ paragraph. Which sentence should replace sentence ___ to help improve this transition?
Eng 2	36. Which transition word or phrase should be added to the beginning of sentence ___? 39. ___ did not offer an effective transition between the ___ paragraph and the ___ paragraph. Which sentence should be added just before sentence ___?	34. ___ has not used the most effective transition at the beginning of sentence ___. Which phrase should replace ___ in this sentence? 38. ___ needs a better transition between the ___ paragraph and the ___ paragraph. Which sentence can BEST replace sentence ___ to improve the transition?	41. Which phrase should be added to the beginning of sentence ___ to improve the transition between the ___ paragraph and the ___ paragraph?

Highlighting for Coherence: A Strategy for Reading & Writing

sentence
paragraph



Our Elephant Herd Has Grown by One Tiny Trunk

Friday, September 26, 2025

Fort Worth Zoo celebrates the birth of the first female Asian elephant calf since 2013

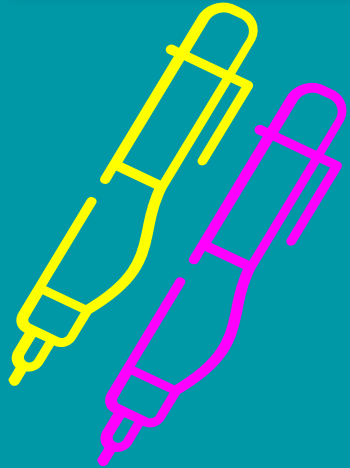
1 The Fort Worth Zoo is thrilled to announce the birth of a healthy, 36-inch-tall, 250-pound female Asian elephant calf, born at 3:36 a.m. on Aug. 18, 2025. This bundle of joy was born to mom, Bluebonnet, who was the first elephant calf born in the history of the Zoo in 1998. The calf's father is Romeo, making this calf a full sibling to almost 4-year-old brother, Brazos. Mimicking herd dynamics in the wild, the newest calf joins a four-generation family of Fort Worth elephants, making our matriarch Rasha one of only a few great grandmother Asian elephants in North America.

2 The calf was standing within six minutes of birth, nursing within two hours and maneuvering her trunk well almost immediately, all indications of a healthy baby elephant. Bluebonnet, now 26 years old, was carefully monitored throughout her pregnancy. As part of her prenatal care, she had weekly blood tests to monitor progesterone levels, regular physical examinations and sonograms. Veterinary staff and animal staff were on-site to

...ing behind the scenes since the calf's
...ment and the

Highlighting for Coherence: A Strategy for Reading & Writing

sentence
paragraph



After students get comfortable identifying how **author's create coherence**, have them highlight their **own coherence as part of the revising process**. It also can be helpful on the Revising passages of STAAR.

Having students identify the ways that authors create coherence, they can then start identifying it in their own writing.

When it is missing, then they can revise for it.

Any text you are reading (HQIM, read-alouds, independent reading) can help students connect the dots on coherence!

Today's Resources





NISD Engage Conference 2026

Score a Touchdown with Authentic Text Interaction! &
Revising Skills for the Win!

Northwest ISD

T o s h M c G a u g h y
say it Mc-GOY

Digital access to this agenda & the links: <https://tinyurl.com/NWengageTosh>

Score a Touchdown with Authentic Text Interaction! SLIDES

Using Comprehension & Response TEKS Pairs for Authentic Text Interaction

Revising Skills for the Win! SLIDES

Revising Skills: Tested in Revising & on the ECR, Collaborative Drafting



Please keep in touch!

email: toshmcaughy@gmail.com

website:

www.tinyurl.com/ToshShares

weekly email update:

www.tinyurl.com/ToshWeeklyUpdate

Thank you for being here today.
Please share your feedback with me by
scanning the QR code. ~TM



<https://tinyurl.com/NWfbTosh>

My website (above) has many more resources, but the ones used in our session
are linked below. If you ever can't find something, please just email me.

[PowerPairs folder](#)

[PowerPair lesson links](#)

[What Do You Do With
an Idea folder](#)
[Legend of the
Bluebonnet](#)
[Hidden Figures folder](#)

[ECR All the Things](#)
[ECR rubrics by grade
level with links](#)

[Revising All the
Things](#)

[Assessed TEKS folder](#) (TEKS Clarifiers are linked)

[TEKS-based Strategies](#)

[TEKS bookmarked by strand](#)

[Shared Reads with Interaction Tasks](#)

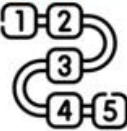
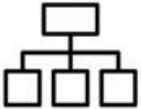




Revising for Organization strategies

Revising for Word Choice, Clarity, & Sentence Structure

Revising Check for Understandings (mini quizzes in STAAR format)

Revision Mini-lessons			<u>K-12 Revision TEKS Clarifiers</u>		
word choice <i>dog</i> <i>scruffy, wet</i> <i>puppy</i>	clarity 	sentence structure _____, and _____	coherence 	organization 	development 
<u>LINK</u>	<u>LINK</u>	<u>LINK</u>	<u>LINK</u>	<u>LINK</u>	<u>LINK</u>
revising vocab <u>ELEM</u> <u>SECONDARY</u>	revising lessons <u>LINK</u>	revising graphics <u>LINK</u>	revising feedback slips <u>ELEM</u> <u>SECONDARY</u>	STAAR Revising Analysis <u>LINK</u>	<u>Spanish Revising</u>

Academic vocabulary of revision

Revision Discussion Stems

clarity

CLARITY

What repeated words did you find and replace?

How did you choose the replacement words?

Were there any unnecessary words that you took out?

development



What details can you add to make it more clear?

Where can you add details?

How does the detail support the main idea?

Name: _____

Revising Guide

Revising is the step of the writing process where writers improve their writing. You can use the guiding questions to help you decide what to **add, delete, combine, or rearrange**.

clarity

CLARITY

Are there places where you repeat the same word over and over?

Are there places where you can take words out that are not important to your message?

Word choice: Look for any words that are vague or not specific. Is there a more specific word that could replace the vague word? Use a thesaurus if you want more choices.

Revision Square

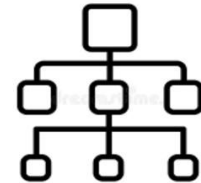
Place this square on your page of writing & use it to help you focus on each line of writing, moving it down the page as you revise for these 4 elements.

Development: Look for places where you could add details, descriptions, or specific examples to make your message more clear for your reader. Add those.

Clarity: Look for redundancies or repeated words. Is the same word used more than once in a sentence or two sentences? Is there a synonym or pronoun that could replace one of the repeated words or can the two sentences be combined?

Organization: Look at how you connect your ideas and establish an order. Do you have an introduction? Do you have a conclusion? Do you have transitions that help connect the ideas in sentences and paragraphs?

organization



How is the writer using the introduction, conclusion, & transitions to organize

word choice

dog

scruffy, wet puppy

clarity

CLARITY

sentence structure

_____, and _____.

coherence



organization



☐ Specific words are used to give the reader necessary details.

☐ Ideas are easy to understand.
☐ Ideas are explained concisely.

☐ Sentences are easy to understand.
☐ There are different types of sentences.

☐ Ideas connect from sentence to sentence.
☐ All ideas support the topic sentence or central idea.

☐ Introduction.
☐ Conclusion.
☐ Transitions.

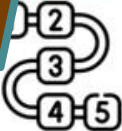
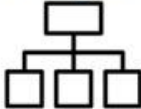
Feedback:



Revising for Organization strategies

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TEKS-based Strategies

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The Language Domains
how students will learn



vertical concept & TEKS Strand	develop drafts by organizing with purposeful structure <u>Composition</u>		
STAAR tested	Revising passages & ECR org skills tested vertical , 2025 state %s Org , org tested visual , transitions tested since redesign , draft & revise skills		
TEKS Clarifiers	<u>strategy one-pager</u>	<u>SLIDES</u>	<u>video demonstration</u>
3rd		Click above for a "force copy" version of SLIDES for you to edit. Multiple grade levels are included, so just delete the slides you don't need.	Click above to view a short (≈ 3 minutes) informal video of the strategy in action.
4th			
5th			
6th			
7th			
8th			
Eng1			
Eng2			

[RLA TEKS Strands Tested](#)

[Assessed TEKS & Frequency](#)

[STAAR Blueprints](#)
[STAAR Assessed Curriculum](#)



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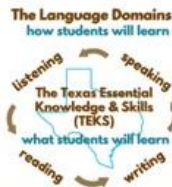
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Multiple strategies are included here, so be sure to scroll.

How Writers Organize Ideas for Meaning

In the Composition TEKS Strand, **organization** appears within the K-12 vertically aligned writing process TEKS, specifically in the **drafting** step of the process. Providing explicit instruction on drafting as well as modeling the thinking involved in organizing ideas into a draft for others is a key step that comes before revising. [Write & Revise graphic](#).

Because drafting is a step of the writing process, ensuring that students understand the **process** and the **purpose** of each step is foundational. The K-12 aligned writing process of our TEKS is also included on the ECR prompt as a reminder for students. [Writing Process card sort matching](#).

How can we help students understand the successful use of the different components of text organization in the texts they are reading before we ask them to improve those components in revising passages?

- every text we put in front of students can be a mentor text for effective writing skills
- highlighting specific components of organization in texts provides students with exemplars of those components
- Provide opportunities for students to use the academic vocabulary of composition frequently during class. [ELEM, MS, HS](#)
- During reading of non-literary texts, have students identify/annotate topic sentences of paragraphs.



• introduction



transition



coherence



conclusion



topic sentence

Foundations of Writing Organizing

Instructions:

- [Foundations of Organization graphic](#)
- “Set the Table” task words, sentences, and labels
- Group students into groups of 3-4.
- Give each group a set of paper plates, plastic ware, napkins, & cups (enough for them to set a table for the number of students in the group.)
- After they set the table, have them organize the words & phrases in the baggie to form different sentences. Have the groups share out the sentences they create with the provided words.
- Then, have them take the sentences (and title) out of the baggie and organize those into a coherent paragraph.
- Finally, have them label the different parts of the paragraph with the labels in the bag. (I usually copy these onto a different colored cardstock so that they stand out from the other strips in the baggie.)

Formative assessment opportunities:

the discussion the students have as they decide how to set the table, the word & phrase sentence manipulatives, the assembled paragraph, the labeled paragraph

Differentiation:

- Set the table together as a whole-group and have students create sentences to describe their actions together. Use those student-created sentences to craft the paragraph, then.
- Provide students with a sequence to set the table before asking them to do it.
- Provide a model of a table setting for students to look at before they do it in small groups.
- Ask students to collaboratively draft a how-to paragraph for “how to set a table”.

Transitions Two Ways

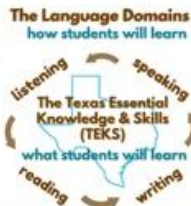
Instructions:

- [Transitions Two Ways graphic](#) [Transition Tools reference](#)
- Group students in groups of 2-4.
- Give each group a baggie with the sentences & paragraphs cut out: [station materials](#). (Each group needs the first page printed out to write their answers.)
- Walk around and listen to their conversations as they use the transitions in the sentences to correctly form a coherent paragraph.
- Then, walk around and look at how they organize the paragraphs into a



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The Language Domains
How students will learn

The Texas Essential Knowledge & Skills (TEKS)

Students will learn

1

develop drafts by organizing with purposeful structure

2

Learning Objective:
We will **organize** our writing as we draft.

Success Criteria:
I will **organize** my writing by using an introduction & conclusion.

3

Learning Objective:
We will **organize** our writing as we draft.

Success Criteria:
I will **organize** my writing by using introductions, transitions, & conclusions.

4

Learning Objective:
We will **organize** our writing as we draft.

Success Criteria:
I will organize my writing by using **introductions, transitions, coherence, & conclusions.**

5

What does it mean to “organize”?

Writers **organize** their ideas into words and then into sentences, paragraphs, and compositions for the reader to understand. They make choices about the order of their ideas thinking about their topic, their audience, and their purpose for writing.

6

Organization

7

We have **organization TEKS** in **3 different strands** of our TEKS, & **all of them are Readiness or Supporting standards** for the redesigned STAAR.

Multiple Genres (reading)
what

Author's Purpose & Craft
why

Composition (writing)
how

8

We organize words into _____ to express a complete thought.
SUBJECT + VERB

We organize sentences into _____ to share details and examples about a topic.
TOPIC SENTENCE + SUPPORTING SENTENCES + CONCLUDING SENTENCE

We organize paragraphs into _____ that convey an overall message about a topic.
INTRODUCTION + BODY PARAGRAPHS + CONCLUSION

9

clarity



What could you add, delete, combine, or rearrange to make this more clear?
Are there unnecessary words?
Are there repeated words?

“repeated”
“unnecessary”
“redundant”
“extraneous”
“repetitious”

28

How is this tested on STAAR?



29

How should sentence 24 be revised so that it does not repeat information?

- Ⓐ Before long, all the runners were lined up and to start to wait for the signal.
- Ⓑ Before long, all the runners were lined up and waiting for the signal to start.
- Ⓒ Before long, all the runners were for the signal lined up and to start to wait.
- Ⓓ Before long, all the runners were lined up and waiting and for the signal to start.

30

The meaning of sentence 34 is unclear. Which word or phrase should replace **they** in this sentence?

- Ⓐ researchers
- Ⓑ these areas
- Ⓒ sunspots
- Ⓓ some folks

31

What is the **BEST** way to revise sentence 14 to avoid repeating an idea?

- Ⓐ They insist that spending an hour or more on a crossword puzzle is not a good use of a person's time or in a sudoku book.
- Ⓑ They insist that spending an hour or more on a crossword puzzle or in a sudoku book is not a good use of a person's time.
- Ⓒ They insist that spending on a crossword puzzle an hour or more that is in a sudoku book is not a good use of a person's time.
- Ⓓ They insist that an hour or more on a crossword puzzle or in a sudoku book is not a good use of a person's time of how to spend it.

EOC

Sentence 37 contains some redundancy. In the space provided, rewrite sentence 37 in a clear and effective way.

32

Now, let's look at sentence structure.



33

sentence structure

_____, and _____.

What is the best or most effective way to rewrite/ combine/ revise the sentences?

Discuss revision possibilities with your group and try to make at least one **sentence structure revision**.

sentence structure

_____, and _____.

What is the best or most effective way to rewrite/ combine/ revise the sentences?

What did you change & why?



How is this tested on STAAR?



Today we started a conversation.

If you ever have a question or need anything, tomorrow or 6 months from now, please reach out!

Think of me as your Texas RLA
“phone-a-friend”.

My contact info is on your agenda.
Email anytime!





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<https://tinyurl.com/ENGAGE26FB>

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Thank **you** for
joining me today!
Please use the **QR code on**
your agenda to share
feedback and/or to ask
a question.