



THE WRITING ACADEMY, LLC®



Module 2

PROBLEM — From Question to Solution



Grade 3 • Cluster 8

Research Capstone — Body Paragraph 2 • TEKS 13(A-H)



★ How Do Solutions Strengthen Us?

★ Daily Deck

Module Slide 1 • Module 2

I Will...

- Distinguish direct quotations from paraphrases.
- Credit borrowed information to its source.
- Write E2 explanations that show what my evidence proves.
- Recognize that one solution can create more than one effect.

I Can...

- Use evidence from more than one source.
- Complete a second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.
- **Explain the pattern** to a partner:
NOTICE → QUESTION → ACT → IMPACT.

★ The One-Solution Trap

Day 1 • Gather

Bucket It

Place a bucket under the leak — catches water for today only.

Move Forever

Move the class forever — avoids the room completely.

Investigate It

Investigate the leak and repair the cause — studies the problem.

A leaking classroom roof gives us three responses. Choose the strongest one and defend it — do not choose by guessing. Choose like a researcher.



The Repeating Pattern

Day 1 • Reveal

NOTICE → QUESTION → INVESTIGATE → CHOOSE → IMPACT

Small Choices, Strong Communities (simulated) presents it as **NOTICE → QUESTION → ACT → IMPACT**; Passage 16 expands the same pattern through scientists, inventors, businesses, laws, and citizenship.

A second source strengthens confidence when it confirms the same central idea or adds compatible evidence.

★ Watch Me Research It!

Day 1 • Reveal (cont.) — Franklin's Lightning Rod

R Solving problems strengthens communities.

NOTICE Lightning could strike wooden buildings and start fires.

QUESTION How does lightning behave, and how might buildings be protected?

ACT Franklin studied electricity and developed the lightning rod.

IMPACT Buildings had a safer path for electricity — and Passage 9 corroborates the same pattern with Ford's assembly line.

The Research Move

R → source → **Q or P** → source credit → E2.
Evidence cannot explain itself — after every E1, E2 explains meaning, importance, and how the evidence proves the R.



Community Problem-Solution Chain Challenge

★ Daily Deck

Day 2 • Attempt

Problem Spotter

Names the NOTICE.

Question Builder

Names the
QUESTION.

Action Analyst

Names the ACT and
its source.

Impact Reporter

Explains the IMPACT
and proves the R.

Six chain mats (NOTICE-QUESTION-ACT-IMPACT), 24 case cards + 6 distractors, Source Credit badges, and Multiple Effects tokens.

★ Build the Chain, Earn the Points

Day 2 • Attempt (cont.)

How to Play

1. Draw four cards. Arrange them NOTICE-QUESTION-ACT-IMPACT.
2. Add the correct Source Credit badge.
3. If the case has more than one effect, place a Multiple Effects token and name both.
4. The Impact Reporter explains how the chain proves the Week 2 R.

Scoring

1 point for each correct link • 1 point for source credit • 1 point for an additional effect • **2 points** for complete E2 reasoning. Use the key only after every team defends its chain.



Researcher, Not Biographer

Day 3 • Discuss

"What separates a biography retell from a research argument?"

A research paragraph selects only the details that prove the R and explains the pattern and impact — it does not retell a person's whole life.

★ Why Multiple Effects?

Day 3 • Discuss (cont.)

1

Why must the problem appear before the solution? — The reader cannot judge the solution's usefulness without understanding the need it addressed.

2

Why should researchers ask about multiple effects? — A solution may help one group, change daily life, create jobs, or produce new challenges.

3

What does corroboration add? — It confirms a pattern across different source forms and reduces dependence on one source.

≡ Write Body Paragraph 2

Day 3 • Use (Independent Practice)

1

R names problem solving as the second thesis (central idea) reason.

2

E1-A: one direct quotation from Passage 16 or Small Choices, Strong Communities, with source credit.

3

E1-B: one paraphrase from an earlier passage, with source credit.

4

Sustained E2 after each E1, plus at least one sentence recognizing more than one effect.

Explain the problem, the question or investigation, the action, and at least one impact — then add a linking sentence.

🎯 Award the Evidence, Target the Next Move

Day 4 • Award & Target

Award Frame

I award myself for _____. The evidence on my paper is _____. This improved my research because _____.

Target Frame

My target is _____. I will make this change in _____ by _____. I will know the target is complete when _____.

Curiosity

A new question this research created is _____. I would need the source type _____ to investigate it.

Module Exit Ticket

Day 5 • Explain to Others — Community Solution Summit

1. Place NOTICE, QUESTION, ACT, and IMPACT in order.
2. Choose Franklin, Pasteur, Ford, Walton, laws, or the recess class and complete the four-part chain.
3. Name the source or sources.
4. Write one E2 sentence explaining why the impact matters.
5. Answer the module question in one complete sentence.

How do communities become stronger when people study problems and choose solutions?

★ Intervention

Small-Group Support

Reduce the source set to two carefully chosen excerpts without removing the requirement to distinguish quotation, paraphrase, and explanation.

Color-code R, E1, E2, and source credit — keep the same colors across organizer, draft, and Daily Deck.

Use oral rehearsal before writing: say the R, say the evidence, then answer "So what?" twice.

Provide a preselected evidence pair and ask the student to choose Q or P and write E2 independently.

Enrichment

Extend the Research • Notebook

Require a third source or a counterexample and explain how it changes or qualifies the claim.

Compare the usefulness and limits of a poem, fiction passage, simulated source, and long nonfiction source.

Investigate a new problem-solution case and add it only if it strengthens the existing R.

Explain how one solution created more than one effect, including any new challenge.

✓ My Research Progress Tracker

I Can...

- Name the problem before naming the solution.
- Decide whether to use a direct quotation (Q) or a paraphrase (P).
- Corroborate the pattern with a second source.
- Write E2 that explains an impact and why it matters.
- Recognize that one solution can have more than one effect.

Be honest with yourself — this helps you see how much you are growing!

Let's Look at an Answer!

Body Paragraph 2: How does problem solving strengthen communities?

LOW

"People solve problems. Franklin made a lightning rod. Ford made cars. They helped communities."

What's working: Recognizes the topic and gives two examples.

What's missing: No precise R, no source credit, no Q/P distinction, no NOTICE-QUESTION-ACT-IMPACT chain, almost no E2 reasoning.

Let's Look at Another Answer!

Body Paragraph 2: How does problem solving strengthen communities?

MEDIUM

"Another way communities grow strong is when people solve problems. Passage 16 says, "Notice a problem. Study it." Franklin studied lightning and made a lightning rod. This helped buildings. Ford also used an assembly line so cars cost less. These solutions made life better."

What's working: A clear R, a useful short quotation, two relevant cases, and basic effects.

What's missing: Accurate source credit after the paraphrase, more detail about the questions/investigations, and multiple E2 sentences connecting each case to the R.

Our Strongest Answer!

Body Paragraph 2: How does problem solving strengthen communities?

HIGH

"Another way communities grow strong is when people notice problems, ask questions, and create solutions together. Passage 16 summarizes Franklin's pattern with the words, "Notice a problem. Study it. Develop a possible solution." This sequence matters because it shows that invention begins before the object is built. Franklin first studied the danger and the science, and then the lightning rod gave buildings a safer path for electricity. His action strengthened communities by helping people respond to a common threat. Passage 9 explains that Henry Ford did not invent the automobile, but he used moving assembly-line production to make dependable cars more affordable. The solution changed more than one thing: families traveled farther, roads became more important, and businesses developed along travel routes. Together, the evidence proves that strong communities do not wait for problems to disappear. People investigate needs, choose solutions, and then study the effects of those choices."

What's working: A precise R, a strong direct quotation, a corroborating paraphrase, multiple effects, and sustained E2 that synthesizes a cross-case pattern rather than listing famous people. This is our Module 2 target!