



THE WRITING ACADEMY, LLC®



# Module 4

**TRANSFER — One Paper, One Proof, One Community**



**Grade 3 • Cluster 8 • Research**

**Assembling, Revising, and Publishing the Final Research Paper**





# One Paper, One Proof, One Community

★ Daily Deck

Module Slide 2 • Learning Destination

## I Will...

- Distinguish direct quotations from paraphrases.
- Credit borrowed information every time.
- Write E2 explanations that show what my evidence proves.
- Revise for cohesion, then edit conventions.

## I Can...

- Answer the module question with evidence from more than one source.
- Assemble a SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion.
- **Publish a complete five-paragraph research paper**, source list, exhibit, and reflection.

# ★ One Strong Fact Is Not a Paper

Day 1 • Gather

## Teacher Script

"This quotation is accurate, memorable, and useful. Is it a complete research paper? No. A brick may be strong, but one brick is not a building. Today we will see how every part of the paper has a **job** and how our three weekly paragraphs become one proof."

Our Overarching Question: How do SET, repeated R-E1-E2, and R1-R2-R3 work together to make one research paper?



# The Whole Paper Architecture

Day 1 • Reveal

## SET Introduction

S states the large purpose; E references the broad evidence areas; T gives a simple thesis (central idea) with a noun, verb, and clear answer.

## Body Paragraphs

Each paragraph begins with one R and repeats E1-E2 until the reason is thoroughly proven and explained.

## R1-R2-R3 Conclusion

R1 restates the thesis in new words; R2 references the evidence collectively; R3 reflects on the global theme or big takeaway.

Revising improves ideas, order, cohesion, details, sentences, and word choice. Editing corrects conventions. Students will publish for the Strong Community Research Museum and Community Builders Expo.



# Watch My Research Decisions

Day 1 • Reveal (Teacher Model)

**R** Name the reason I must prove.

**Q**  
**or**  
**P** Decide whether the source's exact words deserve a quotation or a paraphrase.

**CREDIT** Give source credit every time.

**E2** Add E2 because evidence cannot explain itself.

## Teacher Script

"Watch my research decisions. First I name the R I must prove. Next I ask whether the detail is relevant. Then I decide whether the source's exact words deserve a quotation or whether I should paraphrase the idea. Finally, I add **E2** because evidence cannot explain itself."



# Community Strength Research Paper Assembly

## Race

Day 2 • Attempt

★ Daily Deck

### Roles

Structure Captain • Evidence Auditor •  
Cohesion Coach • Reader-Defender

### Game Pieces

Five paragraph mats: SET, PLACE, PROBLEM, PEOPLE, R1-R2-R3. Twenty-eight model sentence cards. Eight structure labels: S, E, T, R, E1, E2, R1, R2, R3. Six distractor cards.

"The goal is not to move the fastest. The goal is to make every decision visible and defend it with a because statement."

# ≡ Build the Paper, Step by Step

Day 2 • Attempt — Game Directions & Answer Key

1

Build the SET introduction first:  $S \rightarrow E \rightarrow T$ .

2

Build each body paragraph:  $R \rightarrow E1 \rightarrow E2 \rightarrow E1 \rightarrow E2 \rightarrow$  a linking sentence (PLACE, then PROBLEM, then PEOPLE).

3

Build R1-R2-R3 without copying the thesis exactly or adding new evidence.

4

Use Fact Filter tokens to remove facts that are irrelevant, repeated, or uncredited, then read the paper aloud and place transition strips.

The Reader-Defender answers one challenge question before the team checks the answer key.



# Let's Talk About It!

Day 3 • Discuss

**What makes the paper one proof instead of five separate pieces?**

Where should source credit appear?  
Whenever exact words or borrowed ideas are used.

What does the researcher voice do?  
Explains meaning, importance, and significance.

Revising vs. editing? Ideas and flow first; conventions last.

## Misconception Response

"You have named information. Now point to the R. Which sentence explains how this proves that exact reason? Add *This means*, *This matters because*, and *This helps prove*."

# ✓ Independent U: Assemble the Full Paper

Day 3 • Use — "The decisions on the paper belong to you."

- ☐ Five organized paragraphs
- ☐ SET introduction with a student-friendly thesis (central idea)
- ☐ Three R-E1-E2 body paragraphs with repeated E1-E2 sets
- ☐ R1-R2-R3 conclusion

- ☐ At least four approved sources: two Cluster 8 + two earlier passages
- ☐ At least two direct quotations and four paraphrases
- ☐ Source credit every time words or ideas are borrowed
- ☐ Complete source list and final revision/editing pass

**Write or revise the SET introduction, add the three revised body paragraphs, write the R1-R2-R3 conclusion, complete the source list, revise for cohesion, and edit the entire publication.**

# 🎯 Award the Best Evidence of Growth

Day 4 • Award & Target

## Award Sentence Frame

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

## Target Sentence Frame

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



# Strong Community Research Museum & Community Builders Expo

Day 5 • Explain to Others

★ Daily Deck

## Student Oral Frames

My research question was... My thesis (central idea) was... My PLACE reason was... and one strong piece of evidence was... My PROBLEM reason was... and the impact I explained was... My PEOPLE reason was... My largest takeaway is...

## Listener Responsibilities

Listen for a clear R or thesis. Identify whether the evidence is Q or P. Listen for source credit. Ask one why or how question. Name one strength in the E2 explanation.

# Module Exit Ticket

Day 5 • Explain to Others

**Submit the published research paper and source list. Complete one full oral presentation. Teach one visitor how Q, P, and E2 are different. Collect evidence-based visitor feedback.**

A researcher combines the year by answering one prompt with a simple thesis, organizing three reasons, using quotations and paraphrases, explaining every piece of evidence, revising for cohesion, editing carefully, and publishing the final proof for a real audience.



# Intervention: Fewer Sources, Same Decisions

## Small-Group Support

★ Daily Deck

- Reduce the source set to two carefully chosen excerpts.
- Color-code R, E1, E2, and source credit — same colors across organizer, draft, and Daily Deck.
- Use oral rehearsal before writing.

- Provide a preselected evidence pair; the student chooses Q or P and writes E2 independently.
- Use sentence frames temporarily, then remove one frame at a time as independence grows.

"Say the R, say the evidence, then answer *So what?* twice."

# ② **Enrichment: Push the Proof Further**

Enrichment • Write in your 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.**

**Vary sentence structure, integrate a quotation smoothly, and design an additional exhibit element for the expo.**

# ✓ My Research Progress Tracker

I Can... (Not yet · Getting set · I can do it)

- ☐ Write a SET introduction with S, E, and a simple thesis (central idea).
- ☐ Begin each body paragraph with one clear R and repeat E1-E2.
- ☐ Give source credit for each quotation and paraphrase.
- ☐ Write an R1-R2-R3 conclusion that adds no new evidence.
- ☐ Revise across paragraphs so my paper reads as one proof.
- ☐ Edit conventions and complete an honest source list.

**Be honest with yourself — this shows how much you are growing as a researcher!**

# Let's Look at an Answer!

Prompt: What helps a community grow strong?

**LOW**

**"Communities are strong. They have rivers and roads. Franklin made a lightning rod. People should help. The end."**

**What's working:** Touches all three ideas — place, problem, people.

**What's missing:** No thesis, no SET/R-E1-E2/R1-R2-R3 structure, no source credit, and no explanation of the evidence.

# Let's Look at Another Answer!

Prompt: What helps a community grow strong?

## MEDIUM

"Communities grow strong because they have good places, solve problems, and have helpful people. The Nile gave Egypt water, and Plymouth had trees and a harbor. Franklin studied lightning and made a lightning rod. The poem *What Will You Give?* asks people to help. These things made communities stronger. In conclusion, place, solutions, and people are important."

**What's working:** Answers the prompt with the three reasons in logical order.

**What's missing:** Needs a complete SET introduction, separate body paragraphs, accurate source credit, quotation punctuation, repeated E1-E2, and a reflective R3.

# Our Strongest Answer — Part 1 of 3

The Complete Annotated Model Paper: What Helps a Community Grow Strong?

## SET Introduction

**S:** Communities do not become strong by accident; they grow through the relationship between places, problems, and people.

**E:** Research from geography, history, science, civic life, poetry, fiction, art, and biography helps reveal the repeated pattern.

**T:** Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.

## Paragraph 2 — PLACE

**R:** One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.

**E1:** Passage 15 explains that the Nile River provided water, fertile soil, fish, and a route for transportation.

**E2:** These resources supported several needs, but the river did not organize the community by itself — people had to farm, build, and plan around the flood cycle.

**E1:** Community Quest Kids states, "A place gives people resources and challenges."

**E2:** Plymouth had fresh water, timber, land, and a harbor, yet settlers also faced winter and illness. A place becomes valuable when people understand and use it responsibly.

# Our Strongest Answer — Part 2 of 3

## The Complete Annotated Model Paper: What Helps a Community Grow Strong?

### Paragraph 3 — PROBLEM

**R:** Another way communities grow strong is when people notice problems, ask questions, and create solutions together.

**E1:** Passage 16 summarizes Benjamin Franklin's pattern with the words, "Notice a problem. Study it. Develop a possible solution."

**E2:** Franklin first noticed a danger, studied electricity, then developed a practical response, protecting buildings from lightning.

**E1:** Passage 9 explains that Henry Ford used moving assembly-line production to make automobiles more affordable.

**E2:** The solution had more than one effect — families could travel farther, and businesses developed along travel routes.

### Paragraph 4 — PEOPLE

**R:** A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.

**E1:** In the poem *What Will You Give?*, the speaker asks, "What will I give?"

**E2:** As a poem, the question turns citizenship into a personal decision and reminds children that service can begin with ordinary hands, time, and care.

**E1:** Passage 16 explains that Carmen Lomas Garza's paintings preserve Mexican-American family and community life.

**E2:** Her art becomes community memory; together the evidence proves communities need contributors who create, remember, speak, listen, and help.

# Our Strongest Answer — Part 3 of 3

## Paragraph 5 — R1-R2-R3 Conclusion

**R1:** Strong communities depend on useful places, thoughtful solutions, and caring people.

**R2:** Evidence from rivers, settlements, artifacts, inventors, artists, leaders, citizens, poems, and stories shows that resources and choices work together.

**R3:** The largest lesson is that every person, including a child, can strengthen a community by noticing a need and choosing to act responsibly.

**What's working:** A full SET/R-E1-E2/R1-R2-R3 paper — cohesive, uses sources ethically, explains evidence deeply, and reflects on a global lesson. Its strongest feature is synthesis: rivers, settlements, inventions, service, art, and children's choices all connect to one thesis. This is our Module 4 target — and the capstone of Grade 3!