

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 2

*Extended Constructed Response - Informational
(TREE)*

TEACHER LESSON PLAN GUIDE

Grade 3 • Cluster 2

© The Writing Academy®, LLC
a subsidiary of Teach BIG®

All rights reserved. This teacher lesson plan guide is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

Table of Contents

FRONT MATTER

Statement of Purpose 5

Abstract 6

Standards at a Glance 7

MODULES

Module 1 — TREES and Shaping the Prompt 9

Module 2 — Writing the Thesis (The Trunk of the Tree) 89

Module 3 — Reason/Way - The First Branch of the Tree 173

Module 4 — Evidence - The Second Branch of the Tree 261

Statement of Purpose

Cluster 2 teaches students to write an informative Extended Constructed Response (ECR) - a multi-paragraph, evidence-based answer to a prompt. The picture is a growing tree: the roots are the passage and prompt, the trunk is the thesis, and the branches are the reasons or ways, the evidence, and the explanation.

Across four modules students grow the whole tree, moving from shaping the prompt with TREES, to writing the thesis, to building the reason/way branch, and finally to choosing evidence. Each week the writing stamina grows from Low to Very High.

Abstract

Module 1, TREES and Shaping the Prompt, introduces the ECR and its parts. Module 2, Writing the Thesis (The Trunk of the Tree), focuses on a central idea that answers the prompt.

Module 3, Reason/Way - The First Branch of the Tree, teaches students to organize supporting points, and Module 4, Evidence - The Second Branch of the Tree, has students select the details that best prove the thesis. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

The TEKS below are taught and practiced across Cluster 2. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

TEKS	STRAND	MODULES
------	--------	---------

TEKS 4.7(C) — “use text evidence to support an appropriate response” — applies wherever students use text evidence in this cluster.

ELPS (English Language Proficiency Standards) are correlated on each module’s daily “TEKS and ELPS for Today” pages.

MODULE

1

TREES and Shaping the Prompt

Week 1 • Low Stamina • approximately 250 words

THE WRITING ACADEMY LLC • GRADE 3 • CLUSTER 2 • ECR INFORMATIVE

Module 1: TREES and Shaping the Prompt

Week 1 • Low Stamina - approximately 250 words

A Little Inspiration Goes a Long Way!

Great teachers don't just teach answers - they teach students how to grow ideas. Like a tree reaching for sunlight, strong thinking grows when we give students strong roots.

Why this module matters

This module matters because nothing else in the cluster works until students can tell what a prompt is actually asking. Students learn that an ECR prompt is usually a statement rather than a question, that it carries a topic, a charge, and a clue word, and that the clue word decides whether the whole response will be built with WHY thinking or HOW thinking. By the end of the week students can take an unfamiliar ECR prompt, mark its three parts, and say out loud what kind of answer it demands. That single skill is the ground the rest of the cluster's tree grows in.

Module Essential Question

How can a writer tell exactly what an extended constructed response prompt is asking before writing a single sentence?

Teacher Note-Taking Page

Use this page for anything you want to carry into the next module: a student to watch, a misconception that keeps returning, a pacing note, a question for a colleague, or an idea you do not want to lose before next week.

Parent Communication

Purpose

Families are partners in this work, and partnership only happens when families know what is going on. This page exists so that every family has three things: a clear picture of what their child is learning this week, real questions they can ask at the dinner table, and one or two simple things they can do together that need no materials and no preparation. Nothing here is homework for the family. It is an invitation to talk. When a child explains the week's learning to someone at home, the learning gets stronger, and the family gets to see the thinking that usually stays inside the classroom.

How to send it

Copy the letter in the language each family prefers, or send both. The conversation starters and the family activities are the same in either language, so a family reading the Spanish letter and a child reading the English page are still talking about the same thing.

Parent Letter - English

Dear Families,

This week your child begins Cluster 2 of The Writing Academy LLC and starts a brand new kind of writing: the extended constructed response, or ECR. We are calling this module TREES and Shaping the Prompt, because strong writing grows like a tree and nothing grows until the ground is ready.

Here is the big idea. Before a writer writes one word, a writer has to know exactly what the question is asking. So your child is learning to take a writing prompt apart into three pieces: the topic, marked with a red circle; the charge, which is the job the prompt gives you, marked with a yellow box; and the clue word, marked with a green triangle. The clue word is usually why or how, and it decides what kind of answer the whole response needs to be.

We are reading two true stories this month. The first is about Laura Ingalls Wilder, the author of the Little House books, who grew up on the American frontier and later wrote about everyday life there so readers could picture it. The second is about Carmen Lomas Garza, a Mexican-American artist from Kingsville, Texas, who paints scenes of family life such as making tamales during the holidays. Both of them did the same remarkable thing: they took ordinary days and made them worth remembering.

The writing skill this week is organizing with purposeful structure, TEKS 11B(i), inside informative writing, TEKS 12B. In editing we are practicing complete simple sentences and capital letters on proper nouns like Laura Ingalls Wilder and Wisconsin.

Ask your child to show you a marked prompt. The red circle, the yellow box and the green triangle will tell you everything you need to know about the week.

With appreciation,

Your child's teacher - The Writing Academy LLC

Carta para las Familias - Español

Estimadas familias:

Esta semana su hijo o hija comienza el Grupo 2 de The Writing Academy LLC y empieza un tipo de escritura completamente nuevo: la respuesta construida extendida, o ECR. Este módulo se llama TREES y Analizar la Pregunta, porque la buena escritura crece como un árbol y nada crece hasta que la tierra está lista.

La idea principal es esta. Antes de escribir una sola palabra, un escritor tiene que saber exactamente qué le está pidiendo la pregunta. Por eso su hijo o hija está aprendiendo a separar la pregunta en tres partes: el tema, marcado con un círculo rojo; la tarea, que es el trabajo que la pregunta le pide, marcada con un cuadro amarillo; y la palabra clave, marcada con un triángulo verde. La palabra clave casi siempre es por qué o cómo, y decide qué tipo de respuesta debe escribir.

Este mes leemos dos historias reales. La primera es sobre Laura Ingalls Wilder, autora de los libros Little House, que creció en la frontera americana y después escribió sobre la vida diaria para que los lectores pudieran imaginarla. La segunda es sobre Carmen Lomas Garza, artista mexicoamericana de Kingsville, Texas, que pinta escenas de la vida familiar, como hacer tamales durante las fiestas. Las dos hicieron algo notable: tomaron días ordinarios y los convirtieron en algo digno de recordar.

La destreza de escritura de esta semana es organizar con una estructura con propósito, TEKS 11B(i), dentro de la escritura informativa, TEKS 12B. En la edición practicamos oraciones simples completas y letras mayúsculas en nombres propios como Laura Ingalls Wilder y Wisconsin.

Pídale a su hijo o hija que le muestre una pregunta marcada. El círculo rojo, el cuadro amarillo y el triángulo verde le dirán todo lo que necesita saber sobre la semana.

Con aprecio,

El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- Show me a prompt you marked this week. What does each color mean?
- What is the difference between a why prompt and a how prompt? Teach me.
- Tell me about Laura Ingalls Wilder. What did she write about, and why did people like it?
- Tell me about Carmen Lomas Garza. What does she paint?
- Which of the two do you think did a better job of keeping history alive, and why?
- What is the hardest part of figuring out what a question is really asking?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Mark the Question

Ask your child a real question about your day, such as why did we go to the store this morning. Have your child say the topic, the charge and the clue word out loud. Two minutes, no paper needed.

Ordinary Day Story

Tell your child one ordinary thing that happened when you were their age. Then ask what detail they would keep if they had to write it down for someone a hundred years from now.

Lesson Overview

Module 1, TREES and Shaping the Prompt, teaches students to shape an extended constructed response prompt before they begin writing. The week moves from noticing that ECR prompts are usually statements, to marking the topic and the charge, to identifying the clue word that signals WHY or HOW thinking, to explaining the difference aloud to a partner. Students apply the skill to four prompts drawn from the Laura Ingalls Wilder and Carmen Lomas Garza passages and produce a completed Prompt Shaping Practice page in the Interactive Notebook.

TEKS Correlations

Breakout	Student Expectation	Where It Is Taught and Practiced in This Module
11B(i)	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.	Distributed. Shaping the prompt is the first move in organizing a draft; the shaped prompt determines what the introduction must state.
12B(i)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.	The clue word identified on Day 3 decides the form the central idea must take.
12B(ii)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	Students name informative genre characteristics while sorting sentences in the Day 2 game.
12B(iii)	Compose informational texts, including brief compositions that convey information about a topic, using genre characteristics and craft.	Day 5 additional writing asks for a brief informative response built from the shaped prompt.
11C(i-ii)	Revise drafts to improve sentence structure and word choice.	Day 5 revising: students upgrade one reason word using the Thinking Levels transition language.
11D(i), (vi), (viii), (ix)	Edit drafts using complete simple sentences, singular nouns, common nouns, and proper nouns.	Day 5 editing checklist, applied to the Laura Ingalls Wilder passage sentences students copy.

ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	Days 1, 3, 4 and 5
1(C)	Listening	Following Directions	follow oral directions with accuracy	Day 2
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Days 3 and 5
2(F)	Speaking	Respond to Information	restate, ask questions about, or respond to information during formal and informal classroom interactions	Days 1, 2 and 3
3(E)	Reading	Purpose for Reading	use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension	Day 1
4(D)	Writing	Language Structures / Syntax	write using a variety of grade-appropriate sentence lengths and types and connecting words	Days 1, 2 and 3
4(E)	Writing	Conventions	write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	Day 5

ELPS woven into intervention

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Following Directions	follow oral directions with accuracy	Intervention, after Day 3
2(F)	Speaking	Respond to Information	restate, ask questions about, or respond to information during formal and informal classroom interactions	Intervention, after Day 3

ELPS Linguistic Accommodations

The purpose of these linguistic accommodations is to maintain the full rigor of each module's writing goal while providing multilingual learners with a level-appropriate path to success. These supports are designed to change how a student demonstrates and grows their thinking, rather than lowering the academic expectations.

Level	Language Objective
Pre-Production	Point to the topic and charge in the writing prompt.
Beginning	Name the clue word that indicates the type of response required.
Intermediate	Complete a short phrase identifying the thesis (central idea) from the prompt.
High Intermediate	Write a simple sentence explaining how the clue word shapes the thesis (central idea).
Advanced	Compare two different interpretations of the thesis (central idea) and justify which one aligns best with the charge.

Stating the objective for students

- Students at the pre-production level will point to the topic and charge in the writing prompt.
- Students at the beginning level will name the clue word that indicates the type of response required.
- Students at the intermediate level will complete a short phrase identifying the thesis (central idea) from the prompt.
- Students at the high intermediate level will write a simple sentence explaining how the clue word shapes the thesis (central idea).
- Students at the advanced level will compare two different interpretations of the thesis (central idea) and justify which one aligns best with the charge.

ELPS woven into enrichment

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Enrichment, Day 3 onward
4(F)	Writing	Discourse / Composition	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, Day 3 onward

Learning Destination

Module learning objective

Students will analyze an ECR prompt by identifying the topic, the charge, and the clue word, and will determine whether the prompt requires WHY thinking or HOW thinking.

I Will statements

- I will mark the topic of a prompt with a red circle.
- I will mark the charge of a prompt with a yellow box.
- I will mark the clue word of a prompt with a green triangle.
- I will decide whether a prompt asks for WHY thinking or HOW thinking.

I Can statements

- I can find the noun of importance in a prompt.
- I can find the verb of importance in a prompt.
- I can find the clue word that tells me why or how.
- I can explain to a partner what a prompt is asking me to do.

★ DAILY DECK - Module Slide 1



The I Will and I Can statements for this module, so students see the week's target before anything else.

Success criteria

- ☐ All three marks appear on the prompt and each mark is on the correct word.
- ☐ The student names the prompt type as WHY or HOW and gives the clue word as the reason.
- ☐ The student restates the prompt in his or her own words without changing what it asks.

Evidence that will demonstrate mastery

- The completed Prompt Shaping Practice page on page 85 shows four prompts marked correctly.
- The Day 5 exit ticket on page 92 shows one unfamiliar prompt marked correctly and named as WHY or HOW.
- Both pieces are kept together so growth across the week is visible in one place.

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students touch each word before marking. You may reduce the number of prompts. You may not tell a student which word is the topic, which word is the charge, or which word is the clue. The student must still locate the three words and must still name the prompt type and say why.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate the noun, the verb, and the clue word inside the prompt.	Supported. The teacher may read the prompt aloud twice.	The three marks are on the three correct words.
Inferential	Decide what kind of answer the clue word demands.	Guided on Day 1 and Day 2, independent by Day 5.	The student names WHY or HOW and cites the clue word.
Evaluative	Judge whether a proposed answer would actually satisfy the charge of the prompt.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sample answer does or does not do the job the prompt gave.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
The word Explain is the charge.	A teacher who reads the prompt quickly can mark Explain as the verb of importance, because it is the first verb in the sentence.	Read the prompt aloud and ask what the topic does. In 'Explain why Laura Ingalls Wilder's stories help readers understand history', the stories help. Explain is the direction given to the writer, not the charge.
Any WHY prompt can be answered with any reason.	A teacher may accept a true statement about the passage as a correct answer to a WHY prompt.	Before accepting an answer, cover the prompt and ask whether the answer still names the topic and does the charge. If it does not, it is a true sentence, not an answer.
Marking the prompt is a warm-up rather than instruction.	Because the marking takes twenty seconds, it can be treated as a routine to be hurried through.	Protect the full three minutes. Every later module depends on students being able to do this without help.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Every noun in the prompt is the topic.	The student circles two or three nouns in red.	Ask which noun the rest of the sentence is about. Give prompts with a single noun for two more practices, then return to full prompts.
An ECR prompt is a question because school questions have question marks.	The student adds a question mark or waits for a question to be read.	Put an SCR question and an ECR statement side by side and have the class point to the punctuation. Name the difference out loud.
Why and how mean about the same thing.	The student names the prompt type by guessing rather than by reading the clue word.	Say two answers back to back, one with because and one with through, and ask which gives a reason. Ear first, pencil second.

Tier 1 Vocabulary

Everyday words used within this module. These are common words students likely recognize, but they appear frequently in the passages and the lesson.

Teacher script - introducing Tier 1 vocabulary



“Before we start, let's talk about the first kind of word we study every week. Tier 1 words are the everyday words you already use when you talk with your family and your friends. Words like tree, grow, and answer. We look at them anyway, because these ordinary words show up again and again in our passages and in our directions, and I want every one of them to feel easy in your mouth before we read. Say each one with me, then use it in a sentence about our tree.”

Word	Student-Friendly Meaning	Oral Rehearsal Frame
tree	A tall plant with a trunk and branches.	A tree grows from the ____.
branch	A part that grows out from the trunk of a tree.	A branch grows out of the ____.
grow	To get bigger or develop over time.	My thinking can ____ like a tree.
reason	Why something happened or why something is true.	One ____ is ____.
proof	Something that shows an idea is true.	My ____ comes from the passage.
explain	To tell about something so others understand it.	I can ____ what the evidence shows.
answer	What you say or write to respond to a question.	My ____ must match the prompt.
word	A group of letters that means something.	The clue ____ tells me why or how.
shape	To give something a clear form.	First I ____ the prompt.
mark	To make a sign on something so you can find it again.	I ____ the topic with a red circle.
story	A telling of what happened.	Laura wrote a ____ about the prairie.
family	The people you live with and belong to.	Garza painted her ____.

Tier 2 Vocabulary

Academic knowledge vocabulary needed to accomplish this lesson.

Teacher script - introducing and rehearsing Tier 2 words



"These are academic thinking words that help us understand questions and explain answers. Say each word with me. Now say it to your partner and use it in a sentence about our passage."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
prompt	The writing task that tells you what to write about.	The _____ tells me what to prove.
analyze	To look closely at the parts of something.	I _____ the prompt before I write.
topic	The noun of importance - what the prompt is about.	The _____ is _____.
charge	The verb of importance - the job the prompt gives you.	The _____ tells me to _____.
clue word	The word that shows whether the prompt wants why or how.	The clue word is _____, so this is a _____ prompt.
thesis (central idea)	The sentence that gives your answer to the prompt.	My thesis (central idea) answers the _____.
evidence	Proof taken straight from the passage.	My _____ comes from paragraph _____.
explanation	Telling what the evidence shows.	This _____ means _____.
significance	Why something matters.	The _____ of this idea is _____.
structure	The way the parts of writing are put together.	Good _____ helps my reader.
statement	A sentence that tells rather than asks.	An ECR prompt is usually a _____.
informative	Writing that gives true information about a topic.	This is an _____ response.

+ Teacher Resource

Teach BIG Academic Vocabulary Companion App

Additional practice and assessment for the Tier 2 academic words listed above.

Tier 3 Vocabulary

Passage-specific and concept-specific vocabulary. The third column gives pronunciation support for oral rehearsal.

Teacher script



“These words are connected specifically to the historical topics in our passages. When we understand them, the passage becomes easier to understand.”

Word	Student-Friendly Meaning	Say It This Way
prairie	A wide, flat area of land covered with grass.	PRAIR-ee
frontier	Land at the edge of a settled area.	frun-TEER
wagon	A vehicle with wheels pulled by animals.	WAG-un
storytelling	Sharing events as a story so others can picture them.	STOR-ee-tel-ing
traditions	Ways of doing things passed down in a family or group.	truh-DISH-uns
tamales	A Mexican food made of dough steamed in a corn husk.	tuh-MAH-lays
culture	The customs, beliefs, and ways of life of a group.	KUL-cher
artwork	Something made by an artist, such as a painting.	ART-wurk
celebration	A special event held to honor something.	sel-uh-BRAY-shun
adventures	Exciting or unusual experiences.	ad-VEN-churs
neighbors	People who live near you.	NAY-burs
Mexican-American	Describing people of Mexican heritage who live in the United States.	MEK-si-kun uh-MER-i-kun

Background Knowledge and Teacher Context Knowledge

Student background knowledge needed before instruction

- Students have written short constructed responses in Cluster 1.
- Students know that a question can be a WHAT, a WHY, or a HOW question.
- Students know that evidence comes from the text and explanation comes from the writer.
- Students know how to find a sentence in a numbered paragraph.

Teacher context knowledge - what you need to understand more deeply than the student

- An ECR prompt is usually written as a statement beginning with Explain. An SCR prompt is usually written as a question. Students who expect a question mark will not recognize an ECR prompt as a task.
- The clue word is not always the first word. In 'Explain why Laura Ingalls Wilder became an important author,' the clue word sits in the middle.
- The charge is the verb of importance inside the topic phrase, not the word Explain. Explain is the direction to the writer. The charge is what the topic does.
- Watch for students who mark every noun. The noun of importance is the one the rest of the prompt is about.
- WHY prompts will require a complex sentence with a subordinator in Module 2. HOW prompts will require a prepositional structure. Name the difference now so it is not new next week.

Educator Preparation & Materials to Gather

Teacher materials

- Teacher Guide
- Daily Deck
- Printed passages: Laura Ingalls Wilder and Carmen Lomas Garza, low stamina
- Tree cards labeled Thesis (Central Idea), Evidence, Explanation
- BOOM BOOM GRAB cards
- Prompt cards (WHY and HOW statements)
- Chart paper or whiteboard
- Markers: red, yellow, and green
- Shape cue cards: red circle for topic, yellow box for charge, green triangle for clue words
- Small tree diagram handouts
- Gameboard with spaces (optional)
- Answer keys, exit tickets, intervention and enrichment materials

Student materials

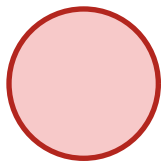
- Student Interactive Notebooks
- Colored pencils, crayons, or highlighters
- TRACKS highlighting colors: green, purple, yellow, orange
- Student game markers - students choose their Pencil Guy marker
- Scissors for the cut-apart game cards
- An envelope or folded scrap paper for a Practice Pocket

Preparation before Day 1

1. Draw the tree anchor chart before Day 1 using the exact content on the Anchor Charts page.
2. Copy the low stamina Laura Ingalls Wilder and Carmen Lomas Garza passages, one set per student.
3. Cut one demonstration set of BOOM BOOM GRAB cards. Students cut their own from the Interactive Notebook.
4. Load the Daily Deck and confirm all 36 slides for Module 1 are in order.
5. Set out red, yellow, and green markers at every table.
6. No copying is necessary when students are using the Writing Academy Student Interactive Workbook.

Marker consistency

The required prompt-analysis markers are red, yellow, and green. Red circle marks the topic. Yellow box marks the charge. Green triangle marks the clue words.



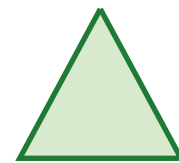
TOPIC

Noun of Importance



CHARGE

Verb of Importance



CLUE

WHAT / WHY / HOW

Red circle = Noun of Importance • Yellow box = Verb of Importance • Green triangle = clue words

Timing and Transition Overview

Each daily lesson runs approximately 20 minutes. The middle column gives the exact minutes for the GRADUATE stages taught that day.

 **Total instructional time: 100 minutes across five days, approximately 20 minutes per day.**

Day	Stage Minutes	GRADUATE Stage or Stages	Transition Minutes	What Happens
Day 1	 3 + 12	GATHER + REVEAL	5	Hook and first teaching of the ECR prompt.
Day 2	 3 + 14	ATTEMPT	3	BOOM BOOM GRAB Review with tree cards.
Day 3	 8 + 10	DISCUSS + USE AGAIN	2	Discussion, then independent Prompt Shaping Practice.
Day 4	 9 + 8	AWARD + TARGET	3	Celebrate specific evidence of learning and set one next goal.
Day 5	 10 + 8	EXPLAIN TO OTHERS	2	Turn and Teach, exit ticket, and the additional writing opportunity.

Tiny Times Transition

Purpose

Tiny Times Transitions are zero-material, extremely brief learning routines designed to keep students mentally connected to module content during transition periods. They work as review, quick retrieval practice, a lesson introduction, observation practice, connection-making, scavenger-hunt-style thinking, or preparation for an upcoming passage or concept.

Internal transitions - students stay in the room

- While students put away the BOOM BOOM GRAB cards and return the Practice Pockets to the basket.
- While the class clears desks and gets out Interactive Notebooks for the next subject.

External transitions - students are moving

- Lining up and walking to lunch. Fingers only, no voices, so no other class is disturbed.
- Walking back from the library. Students hold up one or two fingers as the teacher says each prompt at the front of the line.

Response expectations

Teacher directions use very few words. Students respond primarily through nonverbal actions.

- ASL A, B, C or D responses
- One, two, three or four fingers
- Thumbs up or thumbs down
- Nodding or head shaking
- Pointing
- Simple gestures
- Silent observation

External routines must not disrupt other classes in the hallway.

Why or How Fingers

Say a short prompt aloud. Students hold up one finger for WHY and two fingers for HOW. No talking. Six prompts, twenty seconds.

Examples: Explain why Laura moved often. Explain how Garza paints family life. Explain why her books still matter. Explain how she uses color.

Circle, Box, Triangle Hands

Say one word from a prompt. Students make a circle with their arms for a topic, a box with their hands for a charge, or a triangle for a clue word.

Examples: stories - circle. help - box. why - triangle. artwork - circle. tells - box. how - triangle.

Statement or Question

Read one line aloud. Thumbs up if it is an ECR statement, thumbs down if it is an SCR question. Silent.

Examples: Explain why the prairie was hard to farm. What did Laura write? Explain how Garza remembers her family.

Administration guardrail

Keep the pace of a Tiny Times lesson brief. Keep teacher cues short and student movements or responses simple. The routine reinforces module content but does not replace any step of the GRADUATE Infinity Learning Cycle.

Teacher Prep - Anchor Charts

Prepare these charts before Day 1. The exact content to draw is written out in full so nothing has to be invented during the lesson.



ANCHOR CHART - The Growing Tree - Used on Days 1, 3 and 4

1. Draw one large tree that fills the chart.
2. Label the ground: PASSAGE AND PROMPT.
3. Label the trunk: THESIS (CENTRAL IDEA).
4. Label three branches: REASON / WAY, EVIDENCE, EXPLANATION.
5. Along the bottom write: Nothing grows until the ground is ready.



ANCHOR CHART - Shaping an ECR Prompt - Used on Days 1, 2, 3 and 5

1. Write the heading: Shaping an ECR Prompt.
2. Draw a red circle and write beside it: TOPIC - the noun of importance.
3. Draw a yellow box and write beside it: CHARGE - the verb of importance.
4. Draw a green triangle and write beside it: CLUE WORD - tells me WHY or HOW.
5. Underneath write: SCR is usually a question. ECR is usually a statement.



ANCHOR CHART - WHY and HOW - Used on Days 1, 3 and 5

1. Write two columns headed WHY and HOW.
2. Under WHY write: asks for a reason; uses a subordinator such as because, since, when; builds a complex sentence.
3. Under HOW write: asks for a way or a method; uses a preposition such as through, by, with; builds a simpler sentence.
4. At the bottom write: The clue word decides the shape of my answer.

Dot, Discover, Drop

Use this reading habit before students see the new passage, every module, every time.

Teacher script



“Before we begin reading, we are going to use an important reading habit that strong readers use. While you are reading the passages in your Interactive Notebook, place a small dot above any word you are unsure about. If you are not sure how to read a word or what it means, simply place a small dot above the word in your copy of the passage. As you learn the word, figure it out, or understand its meaning, you may erase the dot. This helps your brain keep track of words you are learning. Good readers notice the words they are still growing into.”

Step	What Students Do
DOT	Place a small dot above any unfamiliar word.
DISCOVER	Find the pronunciation or the meaning.
DROP	Erase the dot once the word is understood.

★ DAILY DECK - Module Slide 2



Dot = I'm not sure about this word yet. Discover it. Drop the dot when you understand it.

Laura Ingalls Wilder

Passage Reference 3 • Reading genre: Nonfiction • Lexile band: 810-1000L • Low Stamina - approximately 250 words

Before students read

Students use Dot, Discover, Drop as they read. Do not pre-highlight this copy. The paragraph numbers below are the numbers used in every activity, answer key, and exemplar in this module.

- 1** Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.
- 2** As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.
- 3** Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.
- 4** Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.
- 5** Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive.

Student Annotation Guide - Laura Ingalls Wilder

Tell students what to look for before they mark anything. Annotation is a search with a purpose, not decoration.

- Students are looking for the people, places, times, and actions that make Laura Ingalls Wilder's life a story worth telling.
- C - Character, Concept, Creature: Laura's name and her family appear in paragraph 1 and paragraph 3. Highlight the name only, not the whole sentence.
- T - Time: the birth year and the phrase about long ago sit in paragraph 1 and paragraph 2.
- S - Scenery and Setting: the prairie, the wide fields, and the small homes appear in paragraph 1 and paragraph 4.
- A - Actions: what Laura did - moved, traveled, wrote - sits across paragraphs 1 and 2.
- R - Reactions: how readers responded to her books sits in paragraph 3 and paragraph 5.
- K - Key Knowledge: the name of the Little House books is background knowledge a reader needs; it is in paragraph 3.
- Highlight the smallest meaningful phrase. Do not color a whole paragraph. If a student cannot say why a phrase is highlighted, it should not be highlighted.

The smallest meaningful phrase

Students highlight the smallest meaningful phrase that carries the evidence. They do not color whole paragraphs. If a student cannot say why a phrase is highlighted, the phrase should not be highlighted.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives, but not limited to adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs, but not limited to them.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs, but not limited to them.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category. This is often referred to as background knowledge.	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

Highlighting colors: T and S are pastel green, R is pastel purple, A and C are pastel yellow, and K is pastel orange.

WHY Prompt Thinking Levels Chart

Read from the bottom up. The clue words in the last column are the words that tell a reader a prompt is asking WHY.

Thinking Level	The Hidden WHY Question	What the Student Can Explain	Clue Words That Signal It
Reflective (Level 5)	Why is it important to everyone?	I can explain the lesson that matters to all readers.	lesson, message, meaning for everyone, why it still matters
Independent (Level 4)	Why is it important to me?	I can explain what I can learn or use in my own life.	teaches, reminds, helps, matters to me, connects
Visible (Level 3)	Why is it important in the passage?	I can explain why it matters inside the text.	important, importance, valuable, necessary, key
Emergent (Level 2)	Why was it done?	I can explain the purpose or the goal.	purpose, wanted, decided, chose, goal, meant to
Foundational (Level 1)	Why did it happen?	I can explain the cause.	because, reason, caused, led to, happened

Relational HOW Prompt Thinking Levels Chart

Read from the bottom up. HOW prompts ask about the way something works or the way parts fit together.

Thinking Level	The Hidden HOW Question	What the Student Can Explain	Clue Words That Signal It
Reflective (Level 5)	What larger relationship does this show?	I can explain how many parts work together as one whole.	connected, works as a whole, fits together, part of something bigger
Independent (Level 4)	What pattern do I notice?	I can explain the pattern I see.	pattern, repeats, shows again, grows, changes over time
Visible (Level 3)	How do the parts work together?	I can explain the relationship between two parts.	compares, contrasts, combines, joins, balances
Emergent (Level 2)	What works together?	I can explain how one thing affects another.	supports, develops, builds, shapes, creates, affects
Foundational (Level 1)	What is connected?	I can explain the connection.	connect, related, linked, matches, involves

The Progression of WHY Thinking

Use this chart to name the thinking a student is already doing, then ask the question one row above it.

Thinking Level	Student Thinking	Thinking Focus	Grade 3 Example from Our Passages
Reflective (Level 5)	I can explain the universal lesson.	Universal meaning and life lessons	Stories can keep the past alive for everyone, not only for one family.
Independent (Level 4)	I can explain what I can learn or use.	Personal meaning and application	Laura's books remind me that ordinary days are worth remembering.
Visible (Level 3)	I can explain why it matters in the text.	Importance and contribution	Laura's descriptions matter because they let readers picture the prairie.
Emergent (Level 2)	I can explain the purpose.	Purpose and motivation	Garza painted family scenes because she wanted traditions remembered.
Foundational (Level 1)	I can explain the cause.	Cause and effect	Laura's family moved because they were looking for land to farm.

The Difference Between WHAT, WHY, and HOW Prompts

Cluster 1 taught these three question types for short constructed responses. Cluster 2 uses WHY and HOW at the extended constructed response level.

Prompt Type	What It Asks Students to Do	Thinking Level	Grade 3 Example
HOW	Analyze how parts work together or how something happens.	Visible to Independent	Explain how Carmen Lomas Garza's artwork tells stories about family life.
WHY	Explain a reason, a purpose, or why something matters.	Emergent to Visible	Explain why Laura Ingalls Wilder's stories help readers understand history.
WHAT	Identify or name something in the text.	Foundational to Emergent	What claim does the author make about Laura's books?
Cognitive shift	Identify, then explain, then analyze.	Each type demands more.	Naming a detail is not the same as explaining why it matters.
Cluster note	ECR prompts in this cluster are WHY or HOW only.	Foundational to Reflective	Every prompt in Cluster 2 contains the word why or the word how.

Why These Thinking Levels Charts Appear in This Module

Module 1 is entirely about reading the clue word and naming the kind of thinking a prompt demands, so the two prompt-word charts and the WHY progression chart carry the module's actual instruction. The WHAT / WHY / HOW chart is included because students are moving from the SCR question types they learned in Cluster 1 to ECR statements. Charts about conclusions, transitions, and citation stems are not used in this module because no part of Module 1 asks students to write one.

How to use a Thinking Levels chart

- Find the row that names what a student is already doing.
- Ask the question one row above it.
- Raise word choice only after the structure is secure.
- Reflective is at the top and Foundational is at the bottom in every chart in this guide.

TRACKS Evidence Highlighting

Laura Ingalls Wilder • Low Stamina - approximately 250 words

Please read before using this page

Highlighted answers may vary. Please do not grade students against this exact highlighting example as their answers will vary based on their connections and understanding of the passage.

Highlighting key

T Time **R** Reactions **A** Actions **C** Character/Concept **K** Key Knowledge
S Scenery/Setting

- 1 **Laura Ingalls Wilder** was a writer who shared stories about her childhood on the American frontier. She was born **in 1867 in Wisconsin**. When Laura was a little girl, her family **moved many times** as they looked for places to live and farm. They **traveled by wagon** and lived in small houses **on the prairie**. Life was often difficult, but Laura remembered many interesting adventures.
- 2 As Laura grew older, she **began to write about the experiences** she had as a child. She wanted people to understand what life was like for families **living long ago**. Her stories described **building homes, growing food, going to school**, and helping neighbors. She also wrote about the challenges families faced, such as **cold winters**, long journeys, and hard work.
- 3 Laura Ingalls Wilder became famous for writing **the Little House books**. These books told stories about her life and her family. **Many readers enjoyed learning** about Laura, **her sisters, and her parents**. The books helped people imagine what it was like to live on the prairie many years ago.
- 4 Laura's storytelling was special because she **wrote in a way that made readers feel** as if they were part of the story. People could picture **the wide fields, the small homes**, and the busy days on the farm. Her books helped children and adults **learn about history through stories**.
- 5 **Today**, Laura Ingalls Wilder is **remembered as an important author**. Her books continue to inspire readers and show how **storytelling can keep history alive**.

Carmen Lomas Garza

Passage Reference 4 • Reading genre: Nonfiction • Lexile band: 1010-1200L • Low Stamina - approximately 250 words

Before students read

Students use Dot, Discover, Drop as they read. Do not pre-highlight this copy. The paragraph numbers below are the numbers used in every activity, answer key, and exemplar in this module.

- 1** Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- 2** Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.
- 3** Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.
- 4** Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.
- 5** Today, Garza's artwork is shown in museums and schools across the United States. Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.

Student Annotation Guide - Carmen Lomas Garza

Tell students what to look for before they mark anything. Annotation is a search with a purpose, not decoration.

- Students are looking for the people, traditions, places, and effects that make Carmen Lomas Garza's art meaningful.
- C - Character, Concept, Creature: Garza's name in paragraph 1, and the concept of culture in paragraph 2.
- T - Time: the birth year in paragraph 1 and the word holidays in paragraph 2.
- S - Scenery and Setting: Kingsville, Texas in paragraph 1 and the family scenes in paragraph 2.
- A - Actions: what Garza does - paints, writes, illustrates - in paragraphs 2 and 4.
- R - Reactions: what viewers imagine and feel, paragraph 3, and what museums and schools do, paragraph 5.
- K - Key Knowledge: the detail that her books appear in both English and Spanish, paragraph 4.
- Highlight the smallest meaningful phrase. Remind students that two students may highlight different phrases and both may be correct.

The smallest meaningful phrase

Students highlight the smallest meaningful phrase that carries the evidence. They do not color whole paragraphs. If a student cannot say why a phrase is highlighted, the phrase should not be highlighted.

TRACKS Evidence Highlighting

Carmen Lomas Garza • Low Stamina - approximately 250 words

Please read before using this page

Highlighted answers may vary. Please do not grade students against this exact highlighting example as their answers will vary based on their connections and understanding of the passage.

Highlighting key

T Time **R** Reactions **A** Actions **C** Character/Concept **K** Key Knowledge
S Scenery/Setting

- 1 **Carmen Lomas Garza** is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- 2 Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.
- 3 Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.
- 4 Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.
- 5 Today, Garza's artwork is shown in museums and schools across the United States. Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.

Day 1

 20 minutes • G - GATHER (3 min) and R - REVEAL (12 min), closing 5 min

Our Overarching Question to be Answered in this Day!

What is a prompt really asking a writer to do?

G GATHER
Fresh attention hook that connects to what students already know.

R REVEAL
Explicit teaching, modeling, and Auditory Engagement.

★ DAILY DECK - Module Slide 3
★ Title slide: TREES and Shaping the Prompt.

GATHER - Would You Rather? - Seed or Sunlight

Grouping: Whole Group

Teacher script

 “Would you rather be given a seed or a bag of sunlight? Hold up one finger for seed and two fingers for sunlight. Here is the trick. Sunlight is wonderful, but it cannot grow anything by itself. Today we are going to grow something powerful in our classroom, but we won't need soil, seeds, or water. We are going to grow ideas.”

Informal check for understanding

Ask: Why can't sunlight grow anything by itself?

Expected response: Because there is nothing planted yet. Answers may vary; accept any answer that says something must be planted first.

★ DAILY DECK - Module Slide 4
★ The blank tree diagram with the ground, trunk, and branch labels empty.

REVEAL - Concept explanation, part 1

Teacher script

-  “When writers answer a big question about a passage, their thinking grows just like a tree. The passage and prompt are the dirt. The thesis (central idea), which we also call the central idea, is the trunk. Then branches grow out with reasons, evidence, and explanations. By the end of today, you will know how to look at a prompt and shape it so your ideas can grow strong and tall like a tree.”

Write this where students can see it

- Ground - Passage and Prompt
- Trunk - Thesis (central idea)
- Branches - Reason / Evidence / Explanation



★ DAILY DECK - Module Slide 5

The completed tree diagram with all labels filled in.

REVEAL - Concept explanation, part 2

Teacher script

-  “You already know two important branches of a strong answer. Those branches are evidence and explanation. Evidence means we show proof from the text. Explanation means we explain how the evidence supports our answer. But today we will focus on something that comes before the tree even starts growing. We must understand the prompt. A prompt tells us exactly what kind of answer we need to write. You will notice that ECR prompts usually include the words WHY or HOW.”

Write this where students can see it

- SCR - usually a question
- ECR - usually a statement
- ECR prompts usually contain the word why or the word how



★ DAILY DECK - Module Slide 6

SCR - usually a question. ECR - usually a statement.

MODELING - the completed model, thought aloud in front of students



"Watch my thinking. First I look for the noun of importance. The prompt is about Laura Ingalls Wilder's stories, so I circle that in red. Next I look for the verb of importance. What do the stories do? They help. I draw a yellow box around help. Last I look for the clue word. I see the word why, so I draw a green triangle around why. Now I know this prompt wants me to give a reason."

Prompt used in the model: Explain why Laura Ingalls Wilder's stories help readers understand history.

Part of the Model	What the Teacher Shows
Red circle - topic	Laura Ingalls Wilder's stories
Yellow box - charge	help
Green triangle - clue word	why
Prompt type	WHY - the answer must give a reason

★ DAILY DECK - Module Slide 7
 The model prompt printed large with no marks on it.

★ DAILY DECK - Module Slide 8
 The model prompt with the red circle, yellow box, and green triangle in place.

★ DAILY DECK - Module Slide 9 - BRAIN BREAK STRETCHING MOMENT

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Tree Grow: crouch down like a seed, then rise slowly with arms out as branches. Three times.
2. Branch Reach: reach right arm high, then left, ten times, as if picking leaves.
3. Root Stomp: march in place for twenty counts, pressing feet down hard like roots.

REVEAL - Auditory Engagement

Give this as a mini-lecture. Every word students are expected to fill in is capitalized in the script.

Auditory Engagement: Listen and Circle

HEAR cycle: Hear with a purpose · Extract what matters · Act on it · Retrieve it

Teacher Script (Hear with a purpose)

“Please listen carefully to each description of a part of a writing prompt. When you hear the correct match for your card, circle it immediately.”

Extract what matters — Listen and Circle

Students will decode the topic, charge, and clue word within a written prompt.

Listen for	Circle one
describe the NOUN of importance in a prompt	Topic Charge Clue word
describe the VERB of importance that tells what to do	Topic Charge Clue word
describe the word that signals WHY or HOW thinking	Topic Charge Clue word
note this task is usually a question	SCR ECR
note this task is usually a statement	SCR ECR

Act on it

Turn to your partner and compare which items you circled on your worksheet.

Retrieve it

Recall from memory what a charge word tells us about the task.

Teacher script - mini-lecture

 “Listen carefully. I am going to say four sentences about prompts. When I stop, you will fill in the missing word out loud, and then you will write it on your Interactive Notebook page. An SCR is usually a QUESTION. An ECR is usually a STATEMENT. The topic of a prompt is the NOUN of importance. The charge of a prompt is the VERB of importance. The clue word tells me whether the prompt wants WHY thinking or HOW thinking.”

Interactive Notebook Fill-In	Completed Student Response
An SCR is usually a _____.	QUESTION
An ECR is usually a _____.	STATEMENT
The topic of a prompt is the _____ of importance.	NOUN
The charge of a prompt is the _____ of importance.	VERB
The clue word tells me whether the prompt wants _____ thinking or _____ thinking.	WHY / HOW



★ DAILY DECK - Module Slide 10

The five auditory engagement sentences with blanks.



★ DAILY DECK - Module Slide 11

The five auditory engagement sentences with answers revealed.

PAUSE POINT

Look around before you move on. Students who understand are pointing at words in the prompt rather than staring at the whole sentence.

Quick check: Which mark goes on the verb of importance?

Expected answer: The yellow box.

If students are confused: Hold up the three shape cue cards and have the class chant: red circle noun, yellow box verb, green triangle clue. Then re-mark one prompt together.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to the tree explanation and to four auditory engagement sentences.	1(E)
Speaking	Students say the missing word aloud in the auditory engagement and answer the pause-point question.	2(F)
Reading	Students preview the low stamina Laura Ingalls Wilder passage and read one model prompt.	3(E)
Writing	Students copy the tree labels and complete five fill-in blanks in the Interactive Notebook.	4(D)

Virtual Classroom Adjustment

- Share the Daily Deck and use the annotation pen to draw the tree live so students see it appear rather than arrive finished.
- Send the shape cue image to every student and ask them to hold up a red, yellow, or green object from home instead of a marker.
- For the auditory engagement, mute students, say the sentence, then unmute all for the choral fill-in so the answer is said aloud.
- Students type the five fill-in answers in the chat before they write them, so you can see every response at once.
- Post a photograph of the completed anchor chart in the class stream at the end of the session.

The Answer to Our Overarching Question

A prompt is asking a writer to do a specific job with a specific topic, and the words of the prompt tell the writer exactly what that job is.

Day 2

 20 minutes • A - ATTEMPT (14 min), opening 3 min, closing 3 min

Our Overarching Question to be Answered in this Day!

How can a reader tell the difference between a thesis (central idea), evidence, and an explanation?

A

ATTEMPT

Supported game or InterActivity with complete student directions.

ATTEMPT - Game: BOOM BOOM GRAB Review

 Grouping: Partners, with an optional third student as scorekeeper • 14 minutes

Materials for this activity

- Three tree cards per pair labeled Thesis (Central Idea), Evidence, Explanation
- The five example sentences below
- A Practice Pocket for storing the cards

Student-Facing Pieces



Students cut out the game cards contained in their Interactive Notebooks. Make sure they use sized envelopes or scrap paper to create a Practice Pocket to store their game pieces. Continue to use this game after this lesson is complete as a Forgetting Interrupted Activity.

Student directions - read these to students

1. Sit facing your partner. Place the three tree cards face up between you so both players can reach them.
2. The teacher will read one sentence aloud.
3. Listen to the whole sentence. Do not touch a card until the teacher says BOOM BOOM GRAB.
4. When you hear BOOM BOOM GRAB, grab the tree card that best matches what the sentence is doing.
5. The first person to grab the correct tree card gets one point.
6. If you grab the wrong card, put it back and your partner gets the point.
7. Check the answer against the answer key your teacher shows on the Daily Deck.
8. Play all five sentences. The player with the most points wins.
9. Put every card back in your Practice Pocket when the game ends.



★ DAILY DECK - Module Slide 12

The three tree cards shown large: Thesis (central idea), Evidence, Explanation.



★ DAILY DECK - Module Slide 13

Game directions, step by step, one line at a time.

Item	Correct Response
1. Laura Ingalls Wilder wrote stories about her childhood on the American frontier.	Evidence
2. This shows that Laura wanted people to understand what life was like long ago.	Explanation
3. Laura Ingalls Wilder helped readers learn about history through storytelling.	Thesis (central idea)
4. Garza's paintings show families cooking together and celebrating holidays.	Evidence
5. This helps people understand Mexican-American traditions.	Explanation



★ DAILY DECK - Module Slide 14

Sentence 1 on its own slide.



★ DAILY DECK - Module Slide 15

Sentence 2 on its own slide.



★ DAILY DECK - Module Slide 16

Sentence 3 on its own slide.



★ DAILY DECK - Module Slide 17

Sentence 4 on its own slide.



★ DAILY DECK - Module Slide 18

Sentence 5 on its own slide.

ANSWER KEY

- 1 - Evidence
- 2 - Explanation
- 3 - Thesis (central idea)
- 4 - Evidence
- 5 - Explanation



★ DAILY DECK - Module Slide 19

The complete answer key for all five sentences.

Required Day Two partner process for prompt analysis**Partner prompt analysis**

Mark the red circle with the class, then hand the yellow box and green triangle to partners and let them mark their own copy before you show yours.

1. Mark the red-circle topic with the class.
2. Give partners responsibility for the yellow-box charge.
3. Give partners responsibility for the green-triangle clue words.
4. Let partners mark their own copies.
5. Reveal the teacher model only afterward.

Prompt for this module: Explain how Carmen Lomas Garza's artwork tells stories about family life.



★ DAILY DECK - Module Slide 20

The partner prompt for the marking practice, unmarked.



★ DAILY DECK - Module Slide 21

The partner prompt with the teacher's completed marks, revealed only after partners have marked their own copies.

Cut-apart student cards

Students cut these from the Interactive Notebook and store them in a Practice Pocket.

Tree Card 1 THESIS (CENTRAL IDEA) - the trunk. It answers the prompt.	Tree Card 2 EVIDENCE - a branch. It comes straight from the passage.
Tree Card 3 EXPLANATION - a branch. It tells what the evidence shows.	Sentence Card 1 Laura Ingalls Wilder wrote stories about her childhood on the American frontier.
Sentence Card 2 This shows that Laura wanted people to understand what life was like long ago.	Sentence Card 3 Laura Ingalls Wilder helped readers learn about history through storytelling.
Sentence Card 4 Garza's paintings show families cooking together and celebrating holidays.	Sentence Card 5 This helps people understand Mexican-American traditions.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to five sentences and hold their hands still until the signal.	1(C)
Speaking	Partners state which tree card they chose and give one word of reasoning.	2(F)
Reading	Students read the three tree cards and the five sentence cards.	3(F)
Writing	Students record the score and write the answer key in the Interactive Notebook.	4(C)

Virtual Classroom Adjustment

- Give each student three digital cards on a shared slide and have them drag the correct card into a box on their own copy.
- Use breakout rooms of two so partners can still race, with the teacher moving between rooms.
- For prompt marking, share the prompt as an image and let students draw the red circle, yellow box, and green triangle with the annotation tool on their own copy before you reveal yours.
- Students who have no printer can type C for circle, B for box, and T for triangle beside the word in a chat message.
- Collect the game score in a one-question poll so every pair is recorded.

The Answer to Our Overarching Question

A reader can tell the difference because a thesis (central idea) answers the prompt, evidence comes straight from the passage, and an explanation tells what the evidence shows.

Day 3

 20 minutes • D - DISCUSS (8 min) and U - USE AGAIN (10 min), closing 2 min

Our Overarching Question to be Answered in this Day!

Why does knowing the parts of a prompt make a writer's answer stronger?

D DISCUSS
Deep-thinking questions with expected student and teacher responses.

U USE AGAIN
Independent application. Always independent.

DISCUSS - Deep understanding discussion

 Grouping: Whole Group • 8 minutes

Teacher script

 "Let's talk about what we noticed. I want to hear your reasoning, not just your answer."

Teacher Question	Possible Student Response	Teacher Response
What helped you know that a sentence was evidence?	It came straight from the passage.	Yes! Evidence comes directly from the text.
How did you know when something was explanation?	It told why the evidence matters.	Exactly. Explanation connects the proof to the idea.
What does a thesis (central idea) do?	It answers the prompt.	Yes! The thesis (central idea) is the trunk of the tree. Everything grows from it.
Why do prompts use words like why and how?	Because they tell you what kind of answer to give.	That is right. The clue word tells your brain which road to take.
Compare prompt 1 and prompt 2. Which one would need the word because in the answer, and how do you know?	Prompt 1, because it says why.	Strong reasoning. You used the clue word as your proof rather than a guess.

If a misconception appears

If a student says the charge is the word Explain, respond: Explain is the direction the prompt gives me. The charge is what the topic does. In this prompt the stories help, so help is the charge.

★ DAILY DECK - Module Slide 22
Discussion question 1 with space for student answers.

★ DAILY DECK - Module Slide 23
Discussion question 2.

★ DAILY DECK - Module Slide 24
Discussion question 3.

★ DAILY DECK - Module Slide 25
Discussion question 4.

★ DAILY DECK - Module Slide 26
Discussion question 5, the compare question.

★ DAILY DECK - Module Slide 27 - BRAIN BREAK STRETCHING MOMENT

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Shape Stretch: make a big circle with your arms, then a square, then a triangle. Twice through.
2. Prairie Wind: sway side to side from the waist for fifteen counts.
3. Wagon Roll: roll your shoulders forward ten times, then backward ten times.

USE AGAIN - Prompt Shaping Practice

This is an independent activity

Students work alone. Directions sit above the writing space so a third grader can start without asking.

Read each prompt. Circle the topic in red. Draw a yellow box around the charge. Draw a green triangle around the clue word. Then write WHY or HOW on the line.



★ DAILY DECK - Module Slide 28

Prompt Shaping Practice directions with the three marks shown.



★ DAILY DECK - Module Slide 29

The four practice prompts, unmarked.

Item	Answer Key
Explain why Laura Ingalls Wilder's stories help readers understand history.	Topic: Laura Ingalls Wilder's stories Charge: help Clue: why Type: WHY
Explain how Carmen Lomas Garza's artwork tells stories about family life.	Topic: Carmen Lomas Garza's artwork Charge: tells Clue: how Type: HOW
Explain why Laura Ingalls Wilder became an important author.	Topic: Laura Ingalls Wilder Charge: became Clue: why Type: WHY
Explain how Carmen Lomas Garza preserves cultural traditions through art.	Topic: Carmen Lomas Garza Charge: preserves Clue: how Type: HOW

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to partner reasoning during the five discussion questions.	1(E)
Speaking	Students explain their reasoning and respond to a classmate's answer.	2(E)
Reading	Students read four ECR prompts drawn from both passages.	3(F)
Writing	Students mark four prompts and write the prompt type for each.	4(D)

Virtual Classroom Adjustment

- Post one discussion question per slide and use a round-robin so each student speaks once.
- Use breakout rooms of three for the compare question, then bring students back to share one idea per room.
- Send the Prompt Shaping Practice page as a fillable document so students can type their marks or use shape tools.
- Students submit the completed page through the class assignment folder before they leave the session.
- Check understanding by asking every student to type the clue word for prompt 3 in the chat at the same moment.

The Answer to Our Overarching Question

Knowing the parts of a prompt makes an answer stronger because the writer can aim every sentence at the exact job the prompt gave instead of writing whatever comes to mind.

Day 4

 20 minutes • A - AWARD (9 min) and T - TARGET (8 min), closing 3 min

Our Overarching Question to be Answered in this Day!

What did my brain learn to do this week that it could not do before?

A AWARD
Celebrate specific evidence of learning.

T TARGET
Identify one evidence-based next goal.

AWARD - Awarding the BEST Parts

Teacher script

 *“Take a moment and think about what your brain just did. You learned how to recognize the important parts of a prompt so your thinking can grow like a tree. You are growing strong writing roots!”*

1. Students draw a small tree in their notebooks.
2. On the roots they write: I understood the prompt.
3. On the trunk they write: I wrote my thesis (central idea).
4. On the branches they write: Evidence and Explanation.
5. Students place a star sticker on the trunk.

 ★ DAILY DECK - Module Slide 30
The tree drawing template for the award activity.

Recognize specific evidence, not vague praise

Name the evidence, not the effort. Say: Marcus, you found the clue word in prompt 4 even though it was not the first word. That is exactly what a careful reader does.

TARGET - Target the next step

Teacher script

 *“Great thinkers always ask questions. Write one goal that starts with the words: Next time I will.”*

Curiosity questions

- How does understanding a prompt help us write stronger answers?
- Why do prompts use words like why and how?
- How does evidence make writing more believable?



★ DAILY DECK - Module Slide 31

The three curiosity questions.

Student-friendly targets

- Next time I will find the noun of importance faster.
- Next time I will look for clue words first.
- Next time I will read the whole prompt before I mark anything.



★ DAILY DECK - Module Slide 32

The sentence stem: Next time I will _____.

My target: Next time I will...

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to specific praise naming what each writer did well.	1(E)
Speaking	Students say their goal aloud to a partner before writing it.	2(D)
Reading	Students reread their own marked prompts to find evidence of growth.	3(G)
Writing	Students write one evidence-based next-step goal.	4(F)



Virtual Classroom Adjustment

- Ask students to draw the tree on paper and hold it to the camera for the celebration.
- Use a shared slide where each student types one sentence naming something specific they did well.
- Give the Strong Roots recognition by name on screen so the whole class hears the specific evidence.
- Students type their Next time I will goal into a private chat message to the teacher.
- Save the goal slide and reopen it at the start of Module 2.

The Answer to Our Overarching Question

My brain learned to slow down and find the three parts of a prompt before writing, which means I now start every response knowing exactly what job I have been given.

Day 5

 20 minutes • E - EXPLAIN TO OTHERS (10 min), assessment 8 min, closing 2 min

Our Overarching Question to be Answered in this Day!

How would I teach someone else to shape a prompt?

E

EXPLAIN

Turn and Teach with oral frames.

EXPLAIN TO OTHERS - Turn and Teach

 Grouping: Partners • 10 minutes

Teacher script

 “Turn to a partner and teach them one thing you learned today. Teach them what the noun of importance is, what the verb of importance is, and why prompts use the words why or how.”

Student oral frames

- The noun of importance is _____ because _____.
- The verb of importance is _____ because _____.
- This is a WHY prompt because the clue word is _____.
- This is a HOW prompt because the clue word is _____.
- WHY prompts use the word why or a word that means why, so my answer must give a _____.

★ DAILY DECK - Module Slide 33
 The oral frames for Turn and Teach.

Teacher listening focus

Listen for the word because. A student who says 'because the clue word is why' is reasoning from evidence. A student who says 'because it just is' needs one more turn with the anchor chart.

Sample Turn and Teach response

The noun of importance is Carmen Lomas Garza's artwork because the whole prompt is about her artwork. The verb of importance is tells because that is what the artwork does. This is a HOW prompt because the clue word is how, so my answer has to give a way, not a reason.

The ECR Writing Process Poem

Use army chant style. The teacher reads one line and students repeat it.

Read with prosody, leave some tracks.
Shape the prompt and answer back.
Write the thesis (central idea), then convince-
Show them proof called evidence.
Bring together - signals find,
From the text and from my mind!
Relate it to all who read.
Let my writing meet a need!



★ DAILY DECK - Module Slide 34

The Writing Process Poem printed in full.



★ **DAILY DECK - Module Slide 35 - BRAIN BREAK STRETCHING MOMENT**

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Sky Writing: write the word WHY in the air with your finger, then HOW, as large as you can.
2. Tall Tree, Small Seed: stretch as tall as possible, then tuck into a ball. Five times.
3. Silent Cheer: shake both hands above your head for ten seconds without making a sound.

 Exit Ticket - Module 1

Prompt: Explain why Carmen Lomas Garza painted everyday family moments.

1. Circle the topic in red.
2. Draw a yellow box around the charge.
3. Draw a green triangle around the clue word.
4. Write WHY or HOW on the line.
5. Write one sentence telling a friend what this prompt is asking you to do.



★ DAILY DECK - Module Slide 36

The exit ticket prompt, unmarked.

EXIT TICKET ANSWER KEY

- Topic - Carmen Lomas Garza
- Charge - painted
- Clue word - why
- Type - WHY
- Answers may vary. Model answer: This prompt is asking me to give a reason that explains why she painted everyday family moments.
- Grading note: this exit ticket has five components. Each of the five components is worth 20 points, for a total possible score of 100 points.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to a partner's explanation and check it against the anchor chart.	1(E)
Speaking	Students teach the three marks aloud using the oral frames.	2(E)
Reading	Students read an unfamiliar prompt on the exit ticket.	3(F)
Writing	Students mark the exit ticket prompt and write one explanatory sentence.	4(F)

Virtual Classroom Adjustment

- Pair students in breakout rooms of two for Turn and Teach and post the oral frames in each room.
- Record one volunteer pair, with permission, and replay the explanation for the whole class.
- Send the exit ticket as a single-question form so responses arrive already sorted.
- Students who cannot print may type: topic = , charge = , clue = , type = .
- Read the Writing Process Poem together with everyone unmuted for the repeat lines.

The Answer to Our Overarching Question

I would teach someone else to shape a prompt by showing them to circle the topic in red, box the charge in yellow, and triangle the clue word in green, and then to say whether the prompt asks why or how.

Low, Medium, and High Exemplars

Students were given the prompt 'Explain why Laura Ingalls Wilder became an important author' and asked to mark it and then write one sentence telling what the prompt is asking.

Low Exemplar

Student Response

I circled Laura and boxed Explain. This prompt is about Laura Ingalls Wilder.

What Is Working

The student found the person the prompt is about and made two marks.

What Needs Improvement

The charge is wrong. Explain is the direction, not the verb of importance. There is no green triangle, and the sentence restates the topic instead of naming the job.

Teacher Notes

Reteach the difference between the direction word and the verb of importance using the anchor chart. Give this student prompts with only one noun for two more practices.

Medium Exemplar

Student Response

Topic: Laura Ingalls Wilder. Charge: became. Clue: why. This prompt wants me to write about why she is important.

What Is Working

All three marks are correct and the student names the clue word.

What Needs Improvement

The final sentence says what the prompt is about but does not name the job as giving a reason.

Teacher Notes

Ask one question: what word will your answer need in order to give a reason? Push the student to the word because.

High Exemplar

Student Response

Topic: Laura Ingalls Wilder. Charge: became. Clue: why. This is a WHY prompt, so my answer has to give a reason. I will need a word like because in my sentence.

What Is Working

The student names the prompt type, states the job, and predicts the sentence structure the answer will require.

Teacher Notes

This student is ready for the enrichment Tree Builder Challenge on Day 3 rather than Day 5.

Exemplar engagement activity

1. Display all three responses side by side on the Daily Deck.
2. Partners read all three and decide which one would help a reader the most.
3. Ask: what does the strongest response do that the others do not?
4. Ask each pair to defend their choice using the words topic, charge, and clue word.
5. Expected observation: the strongest response does not stop at marking. It says what kind of answer the prompt demands.

Assessment Opportunities

✓ Informal Assessment

Purpose	To see, during the lesson, whether students can locate the three prompt parts without help.
Who administers it	The classroom teacher, while circulating during ATTEMPT on Day 2.
Materials	The partner prompt and each student's own copy.
Task	Mark the partner prompt: Explain how Carmen Lomas Garza's artwork tells stories about family life.
Expected response	Red circle on Carmen Lomas Garza's artwork, yellow box on tells, green triangle on how.

ANSWER KEY



- Topic - Carmen Lomas Garza's artwork
- Charge - tells
- Clue word - how
- Type - HOW

✓ Formative Assessment

Purpose	To measure whether students can shape four unfamiliar prompts independently and name the prompt type.
Who administers it	The classroom teacher. Students work independently.
Materials	The Prompt Shaping Practice page and red, yellow, and green pencils.
Related TEKS breakout	11B(i) and 12B(i)

Scoring guidance

- 3 points per prompt: one for each correct mark.
- 1 point per prompt for naming WHY or HOW correctly.
- 16 points total. 13 or more indicates readiness for Module 2 without additional support.

Answers may vary.

Embedded Checks for Understanding

Teacher Asks	Students Do	Expected Response	Common Incorrect Response	Teacher Response
What kind of sentence is an ECR prompt?	Answer aloud, whole group.	A statement.	A question.	Show two prompts side by side and ask which one ends with a question mark. Name the difference explicitly.
Which word is the charge in 'Explain why Laura Ingalls Wilder's stories help readers understand history'?	Point to the word on their own copy.	help	Explain	Say: Explain is the direction the prompt gives me. The charge is what the topic does. Ask what the stories do.
What color and shape mark the clue word?	Hold up the matching shape cue card.	Green triangle.	The student reaches for a yellow shape instead of a green one.	Point to the anchor chart and chant: red circle noun, yellow box verb, green triangle clue.
Is 'Explain how Garza preserves traditions' a WHY or a HOW prompt?	Thumbs to the left for WHY, right for HOW.	HOW.	WHY, because the student sees the word Explain and assumes a reason.	Cover every word except the clue word and ask again.
What will a WHY answer need that a HOW answer will not?	Turn and tell a partner.	A reason, usually joined with the word because.	More evidence.	Model both sentence types aloud, back to back, so the ear hears the difference.

Student Support for Quick Reference

Possible Learner Needs Within This Module	High-Leverage Support That Preserves the Rigor
Student marks every noun in the prompt.	Give prompts that contain only one noun for the first two practices, then return to full prompts. The student still selects; the field of choices is smaller.
Student cannot hear the difference between why and how.	Say two answers aloud, one with because and one with through, and ask which one gives a reason. Oral rehearsal before written work.
Emergent bilingual student knows the concept but not the word charge.	Provide the word charge with a picture of a job list. Allow the student to say 'the job word' while still marking correctly.
Student writes nothing because the prompt looks long.	Chunk the prompt: cover everything after the first six words, mark the topic, then uncover the rest.
Student marks correctly but cannot explain the choice.	Give the frame: This is the _____ because the prompt is about _____. Require the frame before moving on.
Student finishes far ahead of the class.	Hand the student two prompts from Module 2 and ask which one will need the word because. Do not simply add more of the same task.

Teacher Resource

Teach BIG Writing Conference App

Conference prompts, next-step language and record-keeping for the learner needs listed above.

Intervention - Prompt Detective

 **Time needed: 12 minutes**

Teacher script - read this to your intervention group

 *"Let's be prompt detectives together. Every prompt hides three clues, and we are going to find them one at a time, never all three at once. First we circle the topic in red, because the topic is what the prompt is about. Then we box the charge in yellow, because the charge is the job the prompt gives you. Last we mark the clue word with a green triangle, and that clue word tells us whether we are thinking WHY or HOW. Watch me find all three on this strip. Then you will say them out loud with me before you mark one of your own."*

Purpose	To rebuild prompt shaping with fewer choices and more oral rehearsal for students who cannot yet locate all three parts.
Group size	Small group of three to five
Time needed	12 minutes
Materials	Simplified prompt strips; Red, yellow, and green pencils; The shape cue cards
Relevant TEKS breakout	11B(i)
Relevant ELPS	1(C) Listening; 2(F) Speaking

Step-by-step directions

1. Give each student one simplified prompt strip.
2. Read the prompt aloud twice while students track with a finger.
3. Students underline the noun of importance, then say it aloud.
4. Students underline the verb of importance, then say it aloud.
5. Students underline the clue word, then say WHY or HOW aloud.
6. Only after all three are underlined do students add the red circle, yellow box, and green triangle.
7. Students verbally explain the prompt to the group using the frame provided.

Sentence frames and thinking clues

- The noun of importance is _____.
- The verb of importance is _____.
- The clue word is _____, so this is a _____ prompt.

Scaffolded practice items and answer key

Practice Item	Answer Key
Explain why Garza paints family celebrations.	Topic - Garza Charge - paints Clue - why Type - WHY
Explain how Laura wrote about the prairie.	Topic - Laura Charge - wrote Clue - how Type - HOW
Explain why Laura moved many times.	Topic - Laura Charge - moved Clue - why Type - WHY
Explain how Garza shares her culture.	Topic - Garza Charge - shares Clue - how Type - HOW

Intervention Reassessment

Teacher script - read this before the reassessment

 “Now show me on your own. Read this prompt about Laura Ingalls Wilder and mark all three parts the way we practiced: red circle, yellow box, green triangle. Then write WHY or HOW underneath it. I am not looking for a finished sentence yet. I am looking for three marks and one word, because that tells me you can find what a prompt is asking before you write a single line.”

Task: Mark all three parts and write WHY or HOW.

Prompt or reason: Explain why Laura Ingalls Wilder wrote the Little House books.

- Topic - Laura Ingalls Wilder
- Charge - wrote
- Clue word - why
- Type - WHY

Readiness to return to core instruction: A student who marks all three parts correctly and names the type is ready to return to core instruction. A student who misses only the charge repeats step 4 with one more strip.

Enrichment - Tree Builder Challenge

 **Time needed: 15 minutes**

Teacher script - read this to your enrichment group

 *"You already find all three parts of a prompt quickly, so today you are going to grow the whole tree from one prompt. Start with the trunk, which is your thesis (central idea), our central idea. Then add a branch for each reason or way. Then hang your evidence on the branches. When you are finished, someone should be able to read your tree from the ground up and understand your whole answer without you saying a word."*

Purpose	To move students who already shape prompts accurately into building a complete ECR tree from a single prompt.
Group size	Independent, then presented to the class
Time needed	15 minutes
Materials	Large paper; Colored pencils; Both passages
Relevant TEKS breakout	11B(i), 11B(iii), 12B(i)
Relevant ELPS	2(E) Speaking; 4(F) Writing

Rigor safeguard for this extension

The student is not simply doing more prompts. The student is building every level of the tree at once, including the significance leaf, which is not taught until later clusters.

Prompt: Explain how Laura Ingalls Wilder's storytelling helps readers imagine life on the prairie.

Explicit directions

1. Draw a full tree that fills the page.
2. Trunk - write the thesis (central idea).
3. Branch 1 - write a reason or way.
4. Branch 2 - write the evidence from the passage.
5. Branch 3 - write the explanation.
6. Leaves - write the significance: why this matters to a reader today.
7. Present the tree to the class in one minute or less.

EXEMPLAR RESPONSE

- Thesis (central idea): Laura Ingalls Wilder's storytelling helps readers imagine life on the prairie through descriptions of the places her family lived.
- Reason: She described the land itself.
- Evidence: The passage says people could picture the wide fields, the small homes, and the busy days on the farm.
- Explanation: This shows that her details let a reader build a picture in the mind.
- Significance: Answers may vary. Model answer: Stories can teach history in a way facts alone cannot.

☆ Enrichment Share

Teacher script - read this before students share



"When you present your tree, read it from the trunk up so we can hear it grow. Then do the part that matters most: find one branch a classmate built differently from yours, and tell us why theirs also works. Two writers can answer the same prompt with different branches and both be right. I want you to be the kind of reader who notices that."

Students present their trees to the class. Each presenter must name one branch a classmate built differently and say why that choice also works.

Additional Writing Opportunity - Plan and Draft

Prompt

Explain why Laura Ingalls Wilder's stories help readers understand history.

Connection to this module

This is the same prompt students shaped on Day 3. Writing an answer to a prompt they have already shaped shows students that shaping is not an extra step - it is the first step.

Planning support

1. Shape the prompt. Mark the topic, the charge, and the clue word.
2. Write the prompt type: WHY or HOW.
3. List two things from the passage that could become a reason.
4. Circle the stronger one.

Drafting space

+ Teacher Resource

Teach BIG Writing Conference App

Use it to record a two-minute conference on this draft and to set the writer's next step.

Additional Writing Opportunity - Revise, Edit, and Share

Revising - the Cluster 2 revising focus

- ☐ Read your sentence aloud. Does it answer the charge of the prompt? (11C(i))
- ☐ Replace one plain word with a stronger word from the Thinking Levels transition chart. (11C(ii))
- ☐ Check that your sentence is a complete simple sentence with a subject and a verb. (11C(i))

Editing - the Cluster 2 editing focus

- ☐ Every sentence is a complete simple sentence. (11D(i))
- ☐ Proper nouns such as Laura Ingalls Wilder and Wisconsin begin with capital letters. (11D(ix))
- ☐ Common nouns such as prairie and wagon are not capitalized unless they begin a sentence. (11D(viii))
- ☐ Singular nouns are spelled correctly. (11D(vi))
- ☐ High-frequency words are spelled correctly. (11D(xxxii))

Sharing and Publishing

Offer students a real audience. Any of these options works for this module.

- Partner reading: read your sentence to a partner and let the partner name your clue word.
- Author's chair: three volunteers read their answers to the class.
- Gallery walk: post the marked prompts and let students walk and leave one sticky note naming a strong mark.
- Class anthology: collect one shaped prompt from each student into a Prompt Detective booklet for the classroom library.
- Digital classroom post: photograph the marked prompt and post it to the class stream for families to see.

Additional Writing Opportunity - Resources

Teacher Resource

Extra Revision & Editing Tools

Here are some additional Teach BIG resources that complement this Plan, Revise, Edit, and Share lesson:

- Revising and Editing Daily Slides
- Editing and Revision Daily Teacher Lesson Plans
- Editing and Revision Daily Student Interactive Workbooks

At Home Connection

Purpose

At Home Connection extends the module beyond the classroom through short, conversation-based experiences. Students explain what they learned to someone at home, connect the learning to everyday life, look for examples of the skill in the world around them, and do a small amount of authentic writing. These are not long assignments. Each card is designed to take a few minutes and to end in a conversation rather than a worksheet.

Two more low-material features worth adding

Feature	How It Works
Signature strip	Every card carries one short signature line at the foot. A family member signs to show the conversation happened. No writing is required from the adult, which keeps the workload on the conversation rather than on paperwork.
Two-week card pocket	Send all three cards home in one envelope at the start of the module and let families choose the order. Families with a busy Tuesday can do the card on Thursday, and nothing is late. Staple the envelope inside the Interactive Notebook so it does not get lost.

Cut the three cards apart on the following pages. Two cards go to the whole class. The third is the same assignment with more language support built in.

At Home Connection - Task Cards 1 and 2

At Home Connection - Task Card 1

Teach the Three Marks

TEKS: 11B(i), 12B(i)

- Teach someone at home the three marks: red circle for the topic, yellow box for the charge, green triangle for the clue word.
- Ask that person a question about their day. Say which words would get each mark.
- Write one sentence: The clue word in my question was _____, so it was a _____ question.

Talk about it at home

Ask them: what is the hardest part of knowing what a question is really asking?

Family member signature

At Home Connection - Task Card 2

Ordinary Day Detective

TEKS: 11B(i), 12B(iii)

- Look around your home for one ordinary thing that would be worth writing about a hundred years from now.
- Write two sentences about it. Use one proper noun with a capital letter.
- Read your two sentences out loud to someone at home.

Talk about it at home

Ask them: what ordinary thing from when you were my age do you still remember?

Family member signature

At Home Connection - Task Card 3

Purpose of this version - teacher information only

Teacher note. Task Card 3 is a scaffolded version of the same assignment, built to give an emerging bilingual student more language support. It supplies oral rehearsal before writing, a word bank, a sentence frame, a drawing option, and permission to discuss the task in the home language before answering in English. The student-facing card looks and reads like any other card in the set and never labels the student. Hand it out the same way you hand out the others.

At Home Connection - Task Card 3

Say It, Then Write It

TEKS: 11B(i), 12B(i)

- Look at the word bank: topic, charge, clue word, why, how.
- Say this sentence out loud three times before you write it: The clue word tells me if the question wants why or how.
- You may talk about this card in any language you speak at home first.
- Then write or draw: one prompt with a red circle, a yellow box and a green triangle. Drawing the marks counts.

Talk about it at home

Ask them: can you find a question somewhere in our home, on a package or a sign? Point to its topic.

Family member signature _____

Student Tracking Sheet - Module 1

Students rate themselves and then give their proof. A rating without proof is a guess.

I Can Track	My Rating (circle one)	My Proof
I can find the noun of importance in a prompt.	Not Yet / Almost / Yes	
I can find the verb of importance in a prompt.	Not Yet / Almost / Yes	
I can find the clue word in a prompt.	Not Yet / Almost / Yes	
I can tell whether a prompt asks for WHY or HOW thinking.	Not Yet / Almost / Yes	
I can explain to a partner what a prompt is asking me to do.	Not Yet / Almost / Yes	

Five ways to make this tracking sheet come alive

1. Prompt of the Day: post one prompt each morning and have students mark it and update the first three rows of the tracker before instruction begins.
2. Two-minute conference: meet with four students a day, ask them to point at their proof column, and add one teacher initial beside any row where the proof convinces you.
3. Partner audit: partners trade trackers and ask one question about each Yes rating - show me where.
4. Goal wall: students copy the one row they rated Not Yet onto a sticky note and post it under the Module 1 heading; remove the note when the rating changes.
5. Module 2 bridge: on the first day of Module 2, students reread their Module 1 tracker and write one sentence predicting which row will help them most this week.

Teacher Closure Script

Read this aloud to close the module

🔊 *“This week you learned that a prompt is not something to hurry past. It is the ground your whole answer grows in. You learned that the topic is the noun of importance and we mark it with a red circle. You learned that the charge is the verb of importance and we mark it with a yellow box. You learned that the clue word tells us whether the prompt wants WHY thinking or HOW thinking, and we mark it with a green triangle. And you learned that evidence and proof are marked in yellow when we highlight. So here is our answer to the big question we started with: a writer can tell exactly what a prompt is asking by marking its three parts, because those three words name the subject, the job, and the kind of thinking the answer must use. Next week we grow the trunk.”*

Module Essential Question, answered

Question: How can a writer tell exactly what an extended constructed response prompt is asking before writing a single sentence?

Answer: A writer can tell exactly what an ECR prompt is asking by marking its three parts - the topic in a red circle, the charge in a yellow box, and the clue word in a green triangle - because those three words together name the subject, the job, and the kind of thinking the response must use.

Teacher Reflection - Module 1

These questions are specific to this module. Write enough that you can act on it next year.

Which part of shaping a prompt produced the strongest student understanding - the topic, the charge, or the clue word?

Which of the four practice prompts caused the most confusion, and what made it harder than the others?

What evidence showed you that students understood the difference between an SCR question and an ECR statement?

How many students marked Explain as the charge, and what will you change in the modeling to prevent that next time?

Which discussion question produced the strongest student reasoning?

Which students need the Prompt Detective intervention before Module 2 begins?

Which students are ready for the Tree Builder Challenge next week?

What would you change about the BOOM BOOM GRAB pacing before teaching this module again?

What should you carry forward into Module 2 about how this class hears the words why and how?

Is there an area where you should ask a fellow teacher, coach, or expert for support?

Teacher Notes

This page is for lesson internalization, observations, student evidence, and next-step planning. Use it for what you notice during the week: misconceptions worth reteaching, students needing support, students ready for extension, ideas for the next lesson, and questions to revisit.

Teacher Artifacts of Effectiveness

Five artifacts you could collect from this module to demonstrate complete implementation and instructional effectiveness.

- A student's completed Prompt Shaping Practice page showing all four prompts marked, kept with the Day 5 exit ticket so growth across the week is visible in one place.
- A photograph of the completed Growing Tree anchor chart with the ground, trunk, and branches labeled in the teacher's own hand.
- A Student Interactive Notebook sample showing the five auditory engagement fill-ins from Day 1.
- A short video or photograph of one pair playing BOOM BOOM GRAB, capturing the moment students choose a tree card.
- The Day 5 exit ticket from one Red, one Yellow, and one Green diagnostic student, annotated with the next instructional step for each.

MODULE

2

**Writing the Thesis (The Trunk
of the Tree)**

Week 2 • Medium Stamina • approximately 500 words

THE WRITING ACADEMY LLC • GRADE 3 • CLUSTER 2 • ECR INFORMATIVE

Module 2: Writing the Thesis (The Trunk of the Tree)

Week 2 • Medium Stamina - approximately 500 words

A Little Inspiration Goes a Long Way!

When students learn to write a clear thesis (central idea), they stop wandering through ideas and begin leading their readers with confidence. A strong thesis (central idea) is the trunk that holds the entire tree of thinking upright.

Why this module matters

This module matters because a shaped prompt is useless until it becomes a sentence. Students learn that a thesis (central idea) always contains three parts - the noun of importance, the verb of importance, and the student's own answer - and that the first two come from the prompt while the third can only come from thinking about the passage. Students also learn that the clue word decides the sentence structure: a WHY prompt requires a complex sentence built with a subordinator, and a HOW prompt requires a prepositional structure. By the end of the week students can turn any shaped prompt into a thesis (central idea) that actually answers it.

Module Essential Question

How does a writer turn a prompt into a sentence that gives the reader the answer?

Parent Communication

Purpose

Families are partners in this work, and partnership only happens when families know what is going on. This page exists so that every family has three things: a clear picture of what their child is learning this week, real questions they can ask at the dinner table, and one or two simple things they can do together that need no materials and no preparation. Nothing here is homework for the family. It is an invitation to talk. When a child explains the week's learning to someone at home, the learning gets stronger, and the family gets to see the thinking that usually stays inside the classroom.

How to send it

Copy the letter in the language each family prefers, or send both. The conversation starters and the family activities are the same in either language, so a family reading the Spanish letter and a child reading the English page are still talking about the same thing.

Parent Letter - English

Dear Families,

This week your child moves into Module 2 of Cluster 2, called Writing the Thesis (The Trunk of the Tree). Last week we prepared the ground. This week we grow the trunk.

A thesis (central idea), which we also call the central idea, is the one sentence that gives the reader the answer. Your child is learning that it always has three parts: the topic taken from the prompt, the action taken from the prompt, and the child's own answer, which cannot be copied from anywhere. That third part is where the thinking lives. We are also learning that a why question needs a word like because, and a how question needs a word like through.

We are reading longer versions of the same two true stories. The Laura Ingalls Wilder passage now adds the states her family moved through and the daily work that filled their days. The Carmen Lomas Garza passage now adds how she studied art and why museums display her paintings. Both passages make the same point: the small parts of a day are what a reader remembers.

The writing skill this week is still organizing with purposeful structure, TEKS 11B(i), and composing informative text with a clear central idea, TEKS 12B(i). In editing we are practicing present tense verbs, plural nouns, and capital letters on place names such as Wisconsin, Kansas and South Dakota.

Ask your child to say a thesis (central idea) out loud and then point out the three parts. If the third part came from the passage rather than from imagination, they have got it.

With appreciation,

Your child's teacher - The Writing Academy LLC

Carta para las Familias - Español

Estimadas familias:

Esta semana su hijo o hija pasa al Módulo 2 del Grupo 2, que se llama Escribir la Tesis (El Tronco del Árbol). La semana pasada preparamos la tierra. Esta semana hacemos crecer el tronco.

Una tesis, que también llamamos la idea central, es la oración que le da la respuesta al lector. Su hijo o hija está aprendiendo que siempre tiene tres partes: el tema, tomado de la pregunta; la acción, tomada de la pregunta; y su propia respuesta, que no se puede copiar de ningún lado. Esa tercera parte es donde vive el pensamiento. También aprendemos que una pregunta de por qué necesita una palabra como porque, y una pregunta de como necesita una palabra como mediante o a través de.

Leemos versiones más largas de las mismas dos historias reales. El texto de Laura Ingalls Wilder ahora incluye los estados donde vivió su familia y el trabajo diario que llenaba sus días. El texto de Carmen Lomas Garza ahora incluye cómo estudió arte y por qué los museos exhiben sus pinturas.

La destreza de escritura de esta semana sigue siendo organizar con una estructura con propósito, TEKS 11B(i), y escribir texto informativo con una idea central clara, TEKS 12B(i). En la edición practicamos verbos en tiempo presente, sustantivos plurales y letras mayúsculas en nombres de lugares como Wisconsin, Kansas y South Dakota.

Pídale a su hijo o hija que diga una tesis en voz alta y que señale las tres partes. Si la tercera parte viene del texto y no de su imaginación, ya lo logró.

Con aprecio,

El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- Say a thesis (central idea) out loud for me. Now show me the three parts.
- Why does a why question need the word because?
- What did you learn about Laura's family moving from state to state?
- What did you learn about how Carmen Lomas Garza learned to paint?
- What happens to a piece of writing if the writer forgets to give an answer?
- Teach me how to build a thesis (central idea) in three steps.

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Three-Part Dinner Answer

Ask your child a why question about the day. Ask them to answer in one sentence that repeats your words and then adds their own answer with the word because. Two minutes.

Because and Through

Take turns. One person asks a why question, the other must answer with because. Then switch to how questions answered with through. Five rounds, no paper.

Lesson Overview

Module 2, Writing the Thesis (The Trunk of the Tree), teaches students to build a thesis (central idea) from a shaped prompt. The week moves from naming the three parts of a thesis (central idea), to watching the teacher build one part by part, to matching prompts with thesis (central idea) statements in a memory game, to writing two of their own independently. Students work from the medium stamina Laura Ingalls Wilder and Carmen Lomas Garza passages and produce two written thesis (central idea) statements in the Interactive Notebook.

TEKS Correlations

Breakout	Student Expectation	Where It Is Taught and Practiced in This Module
11B(i)	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.	Distributed and central. The thesis (central idea) written this week is the introduction sentence of the ECR.
12B(i)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.	Every day of this module is the construction of a clear central idea.
12B(ii)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	Students judge whether a thesis (central idea) matches the informative genre demand of its prompt during the Day 2 memory match.
12B(iii)	Compose informational texts, including brief compositions that convey information about a topic, using genre characteristics and craft.	The Day 5 additional writing asks students to draft a thesis (central idea) plus one supporting sentence.
11C(i-ii)	Revise drafts to improve sentence structure and word choice.	Day 5 revising: students upgrade a subordinator or a 'reason' word using the Thinking Levels writing-rigor chart.
11D(iv), (vii), (ix), (xxiv), (xxv), (xxx)	Edit drafts using present verb tense, plural nouns, proper nouns, capitalization of geographical names and places, and spelling with grade-appropriate orthographic patterns.	Day 5 editing checklist, applied to the student's own thesis (central idea) statements.

ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	Days 1, 3, 4 and 5
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Days 3 and 5
2(F)	Speaking	Respond to Information	restate, ask questions about, or respond to information during formal and informal classroom interactions	Day 2
3(F)	Reading	Comprehension: Monitor and Adjust	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Days 1, 2 and 5
4(D)	Writing	Language Structures / Syntax	write using a variety of grade-appropriate sentence lengths and types and connecting words	Day 1
4(F)	Writing	Discourse / Composition	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3, 4 and 5
4(E)	Writing	Conventions	write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	Day 5

ELPS woven into intervention

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Following Directions	follow oral directions with accuracy	Intervention, after Day 3
4(C)	Writing	Vocabulary	write using high-frequency words and content-area vocabulary	Intervention, after Day 3

ELPS Linguistic Accommodations

The purpose of these linguistic accommodations is to maintain the full rigor of each module's writing goal while providing multilingual learners with a level-appropriate path to success. These supports are designed to change how a student demonstrates and grows their thinking, rather than lowering the academic expectations.

Level	Language Objective
Pre-Production	Point out the thesis (central idea) sentence in a prompt.
Beginning	Name the thesis (central idea) sentence that turns a prompt into a central idea.
Intermediate	Complete a short thesis (central idea) sentence that summarizes the prompt.
High Intermediate	Write a simple thesis (central idea) sentence and explain its purpose in relation to the prompt.
Advanced	Compare two thesis (central idea) sentences and justify which better captures the prompt's main argument.

Stating the objective for students

- Students at the pre-production level will point out the thesis (central idea) sentence in a prompt.
- Students at the beginning level will name the thesis (central idea) sentence that turns a prompt into a central idea.
- Students at the intermediate level will complete a short thesis (central idea) sentence that summarizes the prompt.
- Students at the high intermediate level will write a simple thesis (central idea) sentence and explain its purpose in relation to the prompt.
- Students at the advanced level will compare two thesis (central idea) sentences and justify which better captures the prompt's main argument.

ELPS woven into enrichment

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Enrichment, Day 3 onward
4(F)	Writing	Discourse / Composition	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, Day 3 onward

Learning Destination

Module learning objective

Students will construct a thesis (central idea) containing a noun of importance, a verb of importance, and their own answer, using a complex sentence for WHY prompts and a prepositional structure for HOW prompts.

I Will statements

- I will find the noun of importance and the verb of importance in the prompt.
- I will add my own answer to make a thesis (central idea).
- I will use a subordinator such as because when the prompt asks why.
- I will use a preposition such as through when the prompt asks how.

I Can statements

- I can name the three parts of a thesis (central idea).
- I can write a thesis (central idea) that answers a WHY prompt.
- I can write a thesis (central idea) that answers a HOW prompt.
- I can tell whether a thesis (central idea) really answers its prompt.

★ DAILY DECK - Module Slide 1



The I Will and I Can statements for this module, so students see the week's target before anything else.

Success criteria

- ☐ The thesis (central idea) contains all three parts.
- ☐ The student's answer is new information, not a repeat of the prompt.
- ☐ A WHY thesis (central idea) contains a subordinator; a HOW thesis (central idea) contains a preposition.

Evidence that will demonstrate mastery

- The Write Your Own Thesis (Central Idea) page on page 164 shows two independent thesis (central idea) statements, one for a WHY prompt and one for a HOW prompt.
- The Day 5 exit ticket on page 171 shows all three parts written for an unfamiliar WHY prompt.
- A student who supplies part three from the passage rather than from imagination has demonstrated mastery.

Rigor Safeguard

You may give a student the sentence frame and you may let the student say the answer aloud before writing it. You may not supply the student's answer. The student must still decide what the passage shows and must still choose the connecting word that matches the prompt type.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Copy the noun of importance and the verb of importance out of the prompt.	Supported all week. The prompt stays visible.	The first two parts of the thesis (central idea) match the prompt exactly.
Inferential	Generate an answer that the passage supports but the prompt does not state.	Modeled on Day 1, guided on Day 2, independent on Day 3.	The student's answer contains information found only in the passage.
Evaluative	Judge whether a given thesis (central idea) truly answers its prompt and whether its structure matches the clue word.	Partner work on Day 2, independent on Day 5.	The student rejects a thesis (central idea) that restates the prompt and can say why.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A complete sentence is a complete thesis (central idea).	A teacher may accept a grammatically correct sentence that simply restates the prompt.	Count the three parts on your fingers as you read the student's sentence. If the third part is missing, the sentence is restatement.
The subordinator is optional as long as the reason is present.	A teacher may accept 'Laura's stories help readers. They describe daily life.' as a WHY thesis (central idea).	Require one sentence. The clue word why calls for a complex sentence, and the structure is part of the standard, not a style preference.
Longer answers are stronger answers.	A teacher may praise the longest sentence in the room.	Read a long restatement and a short complete thesis (central idea) aloud, then ask the class which one told them something new.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Copying the prompt counts as answering it.	The student's sentence contains no information the prompt did not already give.	Have the student say the answer aloud first, then write exactly what was said after the word because or the word through.
Because works for every prompt.	The student writes because on a HOW prompt.	Point to the two-box anchor chart. Have the student touch the box that matches the clue word before writing a single word.
The student answer can come from imagination.	The answer is plausible but is not in the passage.	Require a paragraph number beside the answer. If the student cannot name one, the answer is a guess.

Tier 1 Vocabulary

Everyday words used within this module. These are common words students likely recognize, but they appear frequently in the passages and the lesson.

Teacher script - introducing Tier 1 vocabulary



“Here are our Tier 1 words for this week. Remember, Tier 1 words are the everyday words you already know how to say. Trunk. Strong. Build. You will hear me use these words all week, and you will need them when you tell a partner how a thesis (central idea), our central idea, holds your writing up. Say them with me first, then read the sentence frame beside each one.”

Word	Student-Friendly Meaning	Oral Rehearsal Frame
trunk	The thick main stem of a tree.	The _____ holds the tree up.
strong	Not weak; able to hold a lot.	A _____ thesis (central idea) holds my writing up.
build	To put parts together to make something.	I _____ my thesis (central idea) from three parts.
part	One piece of a whole thing.	A thesis (central idea) has three _____s.
sentence	A group of words that tells a complete idea.	My thesis (central idea) is one _____.
answer	What you say back to a question or task.	My _____ comes from my thinking.
match	To go together correctly.	The thesis (central idea) must _____ the prompt.
understand	To know what something means.	Readers _____ history through stories.
history	Events that happened in the past.	Laura wrote about _____.
paint	To make a picture with color.	Garza _____s family scenes.
daily	Happening every day.	She described _____ life.
author	A person who writes books.	Laura became an important _____.

Tier 2 Vocabulary

Academic knowledge vocabulary needed to accomplish this lesson.

Teacher script - introducing and rehearsing Tier 2 words

 “These are academic thinking words that help us understand questions and explain answers. Watch my mouth as I say complex sentence. Now say it with me. Now turn and say it to your partner and point to the subordinator on the anchor chart.”

Word	Student-Friendly Meaning	Oral Rehearsal Frame
thesis (central idea)	The sentence that gives your answer to the prompt.	My thesis (central idea) is ____.
complex sentence	A sentence with one complete idea and one part that cannot stand alone.	A WHY answer needs a ____.
simple sentence	A sentence with one complete idea.	A ____ has one subject and one verb.
subordinator	A joining word such as because, since, or when that starts the part that cannot stand alone.	I used the ____ because.
preposition	A word such as through, by, or with that shows a relationship.	I used the ____ through.
prompt	The writing task that tells you what to write about.	The ____ tells me what to prove.
noun of importance	The topic word the prompt is about.	The ____ is ____.
verb of importance	The action word the prompt gives the topic.	The ____ is ____.
structure	The way the parts of a sentence are put together.	The clue word decides my ____.
restate	To say the same thing again in a new way.	A thesis (central idea) must not just ____ the prompt.
support	To hold up or prove an idea.	Reasons ____ my thesis (central idea).
coherent	Clear and holding together well.	My writing is ____ when the parts fit.

Teacher Resource

Teach BIG Academic Vocabulary Companion App

Additional practice and assessment for the Tier 2 academic words listed above.

Tier 3 Vocabulary

Passage-specific and concept-specific vocabulary. The third column gives pronunciation support for oral rehearsal.

Teacher script



“These words are connected specifically to the historical topics in our passages. When we understand them, the passage becomes easier to understand.”

Word	Student-Friendly Meaning	Say It This Way
frontier	Land at the edge of a settled area.	frun-TEER
prairie	A wide, flat area of land covered with grass.	PRAIR-ee
grasslands	Large open areas covered mostly in grass.	GRASS-lands
chores	Small jobs done regularly around a home or farm.	chorz
settled	Moved to a place and made a home there.	SET-uld
Kingsville	The city in Texas where Carmen Lomas Garza was born.	KINGZ-vil
illustrated	Made pictures for a book.	IL-us-tray-ted
heritage	Traditions and history passed down in a family.	HAIR-i-tij
techniques	Special ways of doing something skillfully.	tek-NEEKS
community	A group of people who live in the same place.	kuh-MYOO-ni-tee
gatherings	Times when people come together.	GATH-er-ings
museums	Buildings where art or history is displayed.	myoo-ZEE-ums

Background Knowledge and Teacher Context Knowledge

Student background knowledge needed before instruction

- Students can shape a prompt: topic, charge, and clue word.
- Students can name a prompt as WHY or HOW using the clue word.
- Students know the tree diagram and that the trunk is the thesis (central idea).
- Students wrote thesis (central idea) statements for short constructed responses in Cluster 1.

Teacher context knowledge - what you need to understand more deeply than the student

- The noun and the verb usually come straight from the prompt, but the answer must come from the student's own thinking about the passage. A thesis (central idea) that contains only the first two parts is restatement, not an answer.
- WHY prompts require a complex sentence with a subordinator. HOW prompts do not. If a student writes 'Garza's artwork tells stories about family life because she paints,' the structure is wrong even though the content is close.
- Third graders often mistake a longer sentence for a stronger one. Length is not the criterion; a new answer is.
- Watch for the verb of importance being copied in the wrong tense. The prompt says help; the thesis (central idea) should keep help, not helped.
- The word because is not the only subordinator. Since and when work too, and the Thinking Levels chart shows stronger options for students who are ready.

Educator Preparation & Materials to Gather

Teacher materials

- Teacher Guide
- Daily Deck
- Laura Ingalls Wilder passage, medium stamina
- Carmen Lomas Garza passage, medium stamina
- Tree anchor chart from Module 1
- Thesis (Central Idea) sentence cards
- Prompt cards from Module 1
- Game spinner labeled NOUN, VERB, STUDENT ANSWER
- Thesis (Central Idea) building strips
- Chart paper
- Markers: red, yellow, and green
- Answer keys, exit tickets, intervention and enrichment materials

Student materials

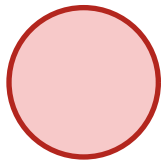
- Student Interactive Notebooks
- Colored pencils
- TRACKS highlighting colors: green, purple, yellow, orange
- Gameboard (optional)
- Student game markers - Pencil Guy
- Scissors for the cut-apart prompt and thesis (central idea) cards
- A Practice Pocket for storing game pieces

Preparation before Day 1

1. Post the Module 1 tree anchor chart where students can see it all week.
2. Draw the Three Parts of a Thesis (Central Idea) anchor chart before Day 1.
3. Copy the medium stamina passages, one set per student.
4. Cut one demonstration set of the eight prompt cards and eight thesis (central idea) cards.
5. Load the Daily Deck and confirm all 41 slides for Module 2 are in order.
6. Set out red, yellow, and green markers.
7. No copying is necessary when students are using the Writing Academy Student Interactive Workbook.

Marker consistency

The required prompt-analysis markers are red, yellow, and green. Red circle marks the topic. Yellow box marks the charge. Green triangle marks the clue words.



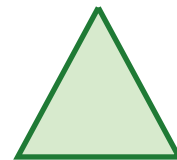
TOPIC

Noun of Importance



CHARGE

Verb of Importance



CLUE

WHAT / WHY / HOW

Red circle = Noun of Importance • Yellow box = Verb of Importance • Green triangle = clue words

Timing and Transition Overview

Each daily lesson runs approximately 20 minutes. The middle column gives the exact minutes for the GRADUATE stages taught that day.

 **Total instructional time: 100 minutes across five days, approximately 20 minutes per day.**

Day	Stage Minutes	GRADUATE Stage or Stages	Transition Minutes	What Happens
Day 1	 3 + 13	GATHER + REVEAL	4	Hook, the three parts, and the modeled build.
Day 2	 3 + 14	ATTEMPT	3	Thesis (central idea)/Prompt Memory Match with the sixteen cards.
Day 3	 8 + 10	DISCUSS + USE AGAIN	2	Discussion, then two independent thesis (central idea) statements.
Day 4	 9 + 8	AWARD + TARGET	3	Strong Trunk Award and one next goal.
Day 5	 10 + 8	EXPLAIN TO OTHERS	2	Turn and Teach, exit ticket, and the additional writing opportunity.

Tiny Times Transition

Purpose

Tiny Times Transitions are zero-material, extremely brief learning routines designed to keep students mentally connected to module content during transition periods. They work as review, quick retrieval practice, a lesson introduction, observation practice, connection-making, scavenger-hunt-style thinking, or preparation for an upcoming passage or concept.

Internal transitions - students stay in the room

- While partners shuffle the sixteen memory-match cards back into the Practice Pocket.
- While the class moves from desks to the carpet for read-aloud.

External transitions - students are moving

- Walking to the cafeteria. Point left or right at hip height so the hallway stays calm.
- Waiting outside the gym or music room. Three fingers or two, no voices.

Response expectations

Teacher directions use very few words. Students respond primarily through nonverbal actions.

- ASL A, B, C or D responses
- One, two, three or four fingers
- Thumbs up or thumbs down
- Nodding or head shaking
- Pointing
- Simple gestures
- Silent observation

External routines must not disrupt other classes in the hallway.

Three Parts Countdown

Say a thesis (central idea) aloud. Students hold up three fingers if all three parts are there, two if one is missing. Silent.

Examples: Laura's stories help readers understand history because they describe daily life. Three. Laura's stories help readers understand history. Two.

 Because or Through

Say a prompt. Students point left for because and right for through. Nothing spoken. Examples: Explain why she wrote the books. Left. Explain how she made readers feel present. Right.

 Trunk Check

Students stand tall like a trunk if the sentence you read gives an answer, and slump if it only repeats the prompt.

Examples: Garza painted family moments because she wanted traditions remembered. Stand. Garza painted family moments. Slump.

Administration guardrail

Keep the pace of a Tiny Times lesson brief. Keep teacher cues short and student movements or responses simple. The routine reinforces module content but does not replace any step of the GRADUATE Infinity Learning Cycle.

Teacher Prep - Anchor Charts

Prepare these charts before Day 1. The exact content to draw is written out in full so nothing has to be invented during the lesson.



ANCHOR CHART - Three Parts of a Thesis (Central Idea) - Used on Days 1, 2 and 4

1. Write the heading: Three Parts of a Thesis (Central Idea).
2. Number 1 and draw a red circle: NOUN OF IMPORTANCE - comes from the prompt.
3. Number 2 and draw a yellow box: VERB OF IMPORTANCE - comes from the prompt.
4. Number 3 and draw a green triangle beside the words STUDENT ANSWER - comes from my thinking.
5. At the bottom write: If I only have 1 and 2, I have restated the prompt. I have not answered it.



ANCHOR CHART - Habit for Building a Thesis (Central Idea) - Used on Days 1, 2, 3 and 5

1. Write four steps down the chart.
2. Step 1: Shape the prompt.
3. Step 2: Copy the noun of importance and the verb of importance.
4. Step 3: Ask myself - what does the passage show?
5. Step 4: Add my answer with because for WHY or through for HOW.
6. Beside step 4 write both model sentences from Day 1.



ANCHOR CHART - WHY Needs a Subordinator, HOW Needs a Preposition - Used on Days 1, 2, 3 and 5

1. Draw two boxes side by side.
2. Left box heading WHY. Inside write: because, since, when, so that. Underneath write the Laura Ingalls Wilder model thesis (central idea).
3. Right box heading HOW. Inside write: through, by, with, during. Underneath write the Carmen Lomas Garza model thesis (central idea).
4. Under both boxes write: The clue word tells me which box to use.

Dot, Discover, Drop

Use this reading habit before students see the new passage, every module, every time.

Teacher script



“Before we read our longer passage today, use the reading habit we practiced last week. Place a small dot above any word you are unsure about. Discover what it says or what it means. Then drop the dot when you understand it. Our passage is longer this week, so expect a few more dots. That is a sign you are reading carefully, not a sign you are struggling.”

Step	What Students Do
DOT	Place a small dot above any unfamiliar word.
DISCOVER	Find the pronunciation or the meaning.
DROP	Erase the dot once the word is understood.

★ DAILY DECK - Module Slide 2



Dot = I'm not sure about this word yet. Discover it. Drop the dot when you understand it.

Laura Ingalls Wilder

Passage Reference 3 • Reading genre: Nonfiction • Lexile band: 810-1000L • Medium Stamina - approximately 500 words

Before students read

Students use Dot, Discover, Drop as they read. Do not pre-highlight this copy. The paragraph numbers below are the numbers used in every activity, answer key, and exemplar in this module.

- 1 Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.
- 2 When Laura was growing up, there were not many towns on the prairie. Families had to work hard to build homes and take care of their farms. Many people grew their own food and made things they needed at home. Laura helped her family with chores and learned many skills that were important for frontier life.
- 3 The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each place was different, and Laura experienced many new things. Sometimes the family lived near forests. Other times they lived on wide, open grasslands. Moving was not always easy, but it gave Laura many stories to remember.
- 4 As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.
- 5 Laura believed that everyday life could tell an important story. She wrote about simple moments that helped readers understand the past. Her books described family gatherings, school lessons, holiday celebrations, and daily chores. Through her writing, readers could learn about history while enjoying a story.
- 6 Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.

Laura Ingalls Wilder (continued)

- 7 The Little House books became popular because they shared details about frontier life. Readers learned how families traveled, worked, and solved problems. The books showed how people depended on one another and worked together during difficult times.
- 8 Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.
- 9 Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. Even many years after they were written, her stories help people understand what life was like on the American frontier.

Student Annotation Guide - Laura Ingalls Wilder

Tell students what to look for before they mark anything. Annotation is a search with a purpose, not decoration.

- The medium stamina passage adds four new paragraphs about frontier towns, the family's moves, everyday life, and why ordinary moments matter. Students should notice that the new paragraphs give them more possible reasons.
- C - Character, Concept, Creature: Laura and her family, paragraphs 1 and 7.
- T - Time: the birth year in paragraph 1 and the phrase long ago in paragraph 5.
- S - Scenery and Setting: the prairie, forests, and grasslands in paragraphs 1, 2, and 4.
- A - Actions: worked, moved, wrote, described, across paragraphs 2 through 6.
- R - Reactions: what readers enjoyed and learned, paragraphs 7 and 9.
- K - Key Knowledge: the list of states in paragraph 4 is background knowledge a reader needs to picture the moves.
- Highlight the smallest meaningful phrase. With a longer passage, the temptation to color whole paragraphs grows. Hold the line.

The smallest meaningful phrase

Students highlight the smallest meaningful phrase that carries the evidence. They do not color whole paragraphs. If a student cannot say why a phrase is highlighted, the phrase should not be highlighted.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives, but not limited to adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs, but not limited to them.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs, but not limited to them.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category. This is often referred to as background knowledge.	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

Highlighting colors: T and S are pastel green, R is pastel purple, A and C are pastel yellow, and K is pastel orange.

WHY Prompt Thinking Levels Chart

Read from the bottom up. The clue words in the last column are the words that tell a reader a prompt is asking WHY.

Thinking Level	The Hidden WHY Question	What the Student Can Explain	Clue Words That Signal It
Reflective (Level 5)	Why is it important to everyone?	I can explain the lesson that matters to all readers.	lesson, message, meaning for everyone, why it still matters
Independent (Level 4)	Why is it important to me?	I can explain what I can learn or use in my own life.	teaches, reminds, helps, matters to me, connects
Visible (Level 3)	Why is it important in the passage?	I can explain why it matters inside the text.	important, importance, valuable, necessary, key
Emergent (Level 2)	Why was it done?	I can explain the purpose or the goal.	purpose, wanted, decided, chose, goal, meant to
Foundational (Level 1)	Why did it happen?	I can explain the cause.	because, reason, caused, led to, happened

Relational HOW Prompt Thinking Levels Chart

Read from the bottom up. HOW prompts ask about the way something works or the way parts fit together.

Thinking Level	The Hidden HOW Question	What the Student Can Explain	Clue Words That Signal It
Reflective (Level 5)	What larger relationship does this show?	I can explain how many parts work together as one whole.	connected, works as a whole, fits together, part of something bigger
Independent (Level 4)	What pattern do I notice?	I can explain the pattern I see.	pattern, repeats, shows again, grows, changes over time
Visible (Level 3)	How do the parts work together?	I can explain the relationship between two parts.	compares, contrasts, combines, joins, balances
Emergent (Level 2)	What works together?	I can explain how one thing affects another.	supports, develops, builds, shapes, creates, affects
Foundational (Level 1)	What is connected?	I can explain the connection.	connect, related, linked, matches, involves

WHY Prompts - Thinking Levels of Writing Rigor

Subordinating conjunctions and reason vocabulary. These belong inside the thesis (central idea) for WHY prompts and within the first sentences of the response.

Thinking Level	Subordinating Conjunctions	Reason Words	Grade 3 Model Sentence
Reflective (Level 5)	considering that, based on the evidence that	clear reason, main cause	Based on the evidence that families depended on one another, Laura's stories show why community mattered on the frontier.
Independent (Level 4)	in order that, whereas, provided that	driving force, main influence	Whereas most history books list facts, Laura's books explain daily life in order that readers can picture it.
Visible (Level 3)	although, even though, due to	influence, motivation	Even though frontier life was hard, Laura wrote about it due to the importance of remembering how families lived.
Emergent (Level 2)	because of, as, if, before, while	purpose, motive, factor	Garza painted family scenes because of the traditions she wanted people to remember.
Foundational (Level 1)	because, since, when, after, so that	reason, cause	Laura's stories help readers understand history because they describe daily life on the prairie.

HOW Prompts - Thinking Levels of Writing Rigor

Prepositions and way vocabulary. These belong inside the thesis (central idea) for HOW prompts and within the first sentences of the response.

Thinking Level	Prepositions and Prepositional Phrases	Way Words	Grade 3 Model Sentence
Reflective (Level 5)	as evidenced by, within the context of	way of showing, method of telling	Garza tells stories about family life as evidenced by the repeated scenes of cooking and celebrating across her paintings.
Independent (Level 4)	through the use of, in connection with, based on	strategy, technique	Garza tells stories about family life through the use of bright colors in connection with everyday scenes.
Visible (Level 3)	by means of, in response to, as shown by	approach, pattern	Laura made readers feel part of her stories by means of details about wide fields and small homes.
Emergent (Level 2)	through, by means of, with, after, during	way, method, process	Garza shares her culture through paintings and books about family traditions.
Foundational (Level 1)	by, through, in, with, during	way, path	Garza tells stories about family life through colorful paintings of everyday moments.

Thinking Levels for a Thesis (Central Idea)

Use this chart to judge a thesis (central idea), not to score a student. A Level 1 thesis (central idea) is a starting point, not a failure.

Thinking Level	What the Thinking Does	What the Writing Looks Like	Grade 3 Example
Reflective (Level 5)	States a clear answer and hints at why it matters beyond the text.	Early, precise claim; language that points past the passage.	Laura Ingalls Wilder's stories help readers understand history because everyday details keep the past alive.
Independent (Level 4)	States a clear answer with a strong, specific reason.	Clear claim, accurate wording, well-chosen reason.	Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.
Visible (Level 3)	States an answer that matches the prompt with a general reason.	Claim is present and relevant; the reason is broad.	Laura Ingalls Wilder's stories help readers understand history because they are about the past.
Emergent (Level 2)	Partly answers the prompt; the answer is vague.	General idea of an answer; little precision.	Laura Ingalls Wilder's stories are good for learning.
Foundational (Level 1)	Restates the prompt without adding an answer.	Repeats the prompt; no new information for the reader.	Laura Ingalls Wilder's stories help readers understand history.

Why These Thinking Levels Charts Appear in This Module

Module 2 is the sentence-construction module, so the two writing rigor charts belong here: they give students the subordinators and prepositions their thesis (central idea) statements actually need, and they raise word choice without changing the required structure. The thesis (central idea) levels chart is included because students are judging thesis (central idea) quality during the memory match. Charts about reasons, transitions, evidence citation, and conclusions are not used in this module because students do not write those parts yet.

How to use a Thinking Levels chart

- Find the row that names what a student is already doing.
- Ask the question one row above it.
- Raise word choice only after the structure is secure.
- Reflective is at the top and Foundational is at the bottom in every chart in this guide.

TRACKS Evidence Highlighting

Laura Ingalls Wilder • Medium Stamina - approximately 500 words

Please read before using this page

Highlighted answers may vary. Please do not grade students against this exact highlighting example as their answers will vary based on their connections and understanding of the passage.

Highlighting key

T Time **R** Reactions **A** Actions **C** Character/Concept **K** Key Knowledge
S Scenery/Setting

- 1 **Laura Ingalls Wilder** was a writer who shared stories about her childhood on the American frontier. She was born **in 1867 in Wisconsin**. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They **traveled by wagon** and lived in small houses **on the prairie**. Life was often difficult, but Laura remembered many interesting adventures.
- 2 When Laura was growing up, there were **not many towns on the prairie**. Families had to **work hard to build homes** and take care of their farms. Many people **grew their own food** and made things they needed at home. Laura helped her family with chores and learned many skills that were important for frontier life.
- 3 The Ingalls family **moved several times** during Laura's childhood. They lived in **Wisconsin, Kansas, Minnesota, Iowa, and South Dakota**. Each place was different, and Laura experienced many new things. Sometimes the family lived near forests. Other times they lived on **wide, open grasslands**. Moving was not always easy, but it gave Laura many stories to remember.
- 4 As Laura grew older, she **began to write about the experiences** she had as a child. She wanted people to understand what life was like for families **living long ago**. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as **cold winters**, long journeys, and hard work.
- 5 Laura believed that **everyday life could tell an important story**. She wrote about simple moments that helped readers understand the past. Her books described **family gatherings, school lessons, holiday celebrations**, and daily chores. Through her writing, readers could learn about history while enjoying a story.
- 6 Laura Ingalls Wilder became famous for writing **the Little House books**. These books told stories about her life and her family. **Many readers enjoyed learning** about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 7 The Little House books became popular because they shared details about frontier life. Readers learned how families traveled, worked, and solved problems. The books showed how people depended on one another and worked together during difficult times.
- 8 Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.
- 9 **Today**, Laura Ingalls Wilder is **remembered as an important author**. Her books continue to inspire readers and show how **storytelling can keep history alive**. Even many years after they were written, her stories help people understand what life was like on the American frontier.

Carmen Lomas Garza

Passage Reference 4 • Reading genre: Nonfiction • Lexile band: 1010-1200L • Medium Stamina - approximately 500 words

Before students read

Students use Dot, Discover, Drop as they read. Do not pre-highlight this copy. The paragraph numbers below are the numbers used in every activity, answer key, and exemplar in this module.

- 1** Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- 2** Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.
- 3** Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.
- 4** Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.
- 5** Today, Garza's artwork is shown in museums and schools across the United States. Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.
- 6** As Carmen grew older, she continued to develop her artistic skills. She studied art in school and learned different ways to create paintings. Even as she learned new techniques, she remained focused on showing the experiences and traditions that were important to her family and community. She wanted her artwork to reflect real memories and everyday life.
- 7** Many people enjoy looking at Garza's paintings because they recognize activities that are similar to experiences in their own families. Others learn about traditions they may not have known before. Her artwork helps people understand how families celebrate, work together, and spend time with one another.

Carmen Lomas Garza (continued)

- 8 Museums often display Garza's paintings because they tell stories about culture and history. Teachers also use her books and artwork to help students learn about different communities. Through her work, Carmen Lomas Garza has helped people appreciate the importance of family traditions and cultural heritage.
- 9 Today, her paintings continue to inspire new audiences. People of all ages can learn from the scenes she created and the stories they tell. By sharing her memories through art, Carmen Lomas Garza has helped preserve an important part of history for future generations.

Student Annotation Guide - Carmen Lomas Garza

Tell students what to look for before they mark anything. Annotation is a search with a purpose, not decoration.

- The medium stamina passage adds paragraphs about Garza's training, museums, and lasting influence. Students should notice that these give them reasons about learning and about legacy.
- C - Character, Concept, Creature: Garza in paragraph 1 and the concept of cultural heritage in paragraph 8.
- T - Time: 1948 in paragraph 1 and the word Today in paragraph 9.
- S - Scenery and Setting: Kingsville, Texas in paragraph 1 and the family scenes in paragraph 2.
- A - Actions: painted, studied, wrote, illustrated, across paragraphs 2, 5, and 6.
- R - Reactions: what viewers imagine, paragraph 3, and what museums and teachers do, paragraph 8.
- K - Key Knowledge: the detail that her books appear in two languages, paragraph 6.
- Highlight the smallest meaningful phrase, and remind students that highlighted answers may vary.

The smallest meaningful phrase

Students highlight the smallest meaningful phrase that carries the evidence. They do not color whole paragraphs. If a student cannot say why a phrase is highlighted, the phrase should not be highlighted.

TRACKS Evidence Highlighting

Carmen Lomas Garza • Medium Stamina - approximately 500 words

Please read before using this page

Highlighted answers may vary. Please do not grade students against this exact highlighting example as their answers will vary based on their connections and understanding of the passage.

Highlighting key

T Time **R** Reactions **A** Actions **C** Character/Concept **K** Key Knowledge
S Scenery/Setting

- 1 **Carmen Lomas Garza** is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- 2 Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.
- 3 Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.
- 4 Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.
- 5 Today, Garza's artwork is shown in museums and schools across the United States. Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.
- 6 As Carmen grew older, she continued to develop her artistic skills. She studied art in school and learned different ways to create paintings. Even as she learned new techniques, she remained focused on showing the experiences and traditions that were important to her family and community. She wanted her artwork to reflect real memories and everyday life.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 7 Many people enjoy looking at Garza's paintings because they recognize activities that are similar to experiences in their own families. Others learn about traditions they may not have known before. Her artwork helps people understand how families celebrate, work together, and spend time with one another.
- 8 Museums often display Garza's paintings because they tell stories about culture and history. Teachers also use her books and artwork to help students learn about different communities. Through her work, Carmen Lomas Garza has helped people appreciate the importance of family traditions and cultural heritage.
- 9 Today, her paintings continue to inspire new audiences. People of all ages can learn from the scenes she created and the stories they tell. By sharing her memories through art, Carmen Lomas Garza has helped preserve an important part of history for future generations.

Day 1

 20 minutes • G - GATHER (3 min) and R - REVEAL (13 min), closing 4 min

Our Overarching Question to be Answered in this Day!

What makes a sentence strong enough to hold up a whole piece of writing?

G GATHER
Fresh attention hook that connects to what students already know.

R REVEAL
Explicit teaching, modeling, and Auditory Engagement.



★ DAILY DECK - Module Slide 3

Title slide: Writing the Thesis (The Trunk of the Tree).

GATHER - Freeze Game - Trunkless Tree

Grouping: Whole Group

Teacher script



"Stand up. You are trees. Put your arms out as branches. Now freeze. Here comes the wind. Sway. Keep swaying. Now I am taking away your trunk. Sit down instantly. That is what happens to writing without a thesis (central idea). Yesterday we planted the soil for strong writing. We learned how to shape a prompt so we understand what the question is asking. Today we are going to grow the trunk of our tree. Without a trunk, a tree cannot stand tall. Without a thesis (central idea), which we also call the central idea, an essay cannot stand strong."



Informal check for understanding

Ask: What happens to a tree with no trunk?

Expected response: It falls down. Answers may vary; accept any answer that says the tree cannot stand.



★ DAILY DECK - Module Slide 4

The tree with the trunk highlighted and everything else greyed.

REVEAL - Concept explanation, part 1

Teacher script

-  “A thesis (central idea) statement, which we also call the central idea, always has three parts. Part one is the noun of importance. Part two is the verb of importance. Part three is your own answer. The noun and the verb usually come straight from the prompt. But the answer must come from your thinking.”

Write this where students can see it

- 1. Noun of Importance - NOI
- 2. Verb of Importance - VOI
- 3. Student Answer



★ DAILY DECK - Module Slide 5

The three parts of a thesis (central idea), revealed one at a time.

REVEAL - Concept explanation, part 2

Teacher script

-  “Now the most important part comes from you. Watch. The prompt says: Explain why Laura Ingalls Wilder's stories help readers understand history. My noun of importance is Laura Ingalls Wilder's stories. My verb of importance is help readers understand history. Now I ask myself what the passage showed me. It showed me that she described daily life on the prairie. So my answer is: because they describe daily life on the prairie. Notice something important. This prompt asks WHY, so our thesis (central idea), our central idea, must be a complex sentence with a subordinator.”

Write this where students can see it

- Prompt: Explain why Laura Ingalls Wilder's stories help readers understand history.
- NOI: Laura Ingalls Wilder's stories
- VOI: help readers understand history
- Student answer: because they describe daily life on the prairie
- Complete thesis (central idea): Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.



★ DAILY DECK - Module Slide 6

The Laura Ingalls Wilder prompt with the noun and verb marked.

★ DAILY DECK - Module Slide 7



The same prompt with the student answer added, completing the thesis (central idea).

MODELING - the completed model, thought aloud in front of students



"Watch me do a HOW prompt now. My noun of importance is Carmen Lomas Garza's artwork. My verb of importance is tells stories about family life. This time the clue word is how, so I do not reach for because. I reach for a preposition. What does the passage show? It shows colorful paintings of everyday moments. So my thesis (central idea), my central idea, is: Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments."

Prompt used in the model: Explain how Carmen Lomas Garza's artwork tells stories about family life.

Part of the Model	What the Teacher Shows
Noun of importance	Carmen Lomas Garza's artwork
Verb of importance	tells stories about family life
Clue word and structure	how - use a preposition, not a subordinator
Student answer	through colorful paintings of everyday moments

★ DAILY DECK - Module Slide 8



The Carmen Lomas Garza HOW prompt, unbuilt.

★ DAILY DECK - Module Slide 9



The completed HOW thesis (central idea).



★ DAILY DECK - Module Slide 10 - BRAIN BREAK STRETCHING MOMENT

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Trunk Twist: stand tall, hands on hips, twist gently left and right ten times.
2. Three-Part Reach: touch your head, then your shoulders, then your toes, naming noun, verb, answer. Three rounds.
3. Strong Stance: stand on one foot for ten counts, then the other, like a trunk that will not fall.

REVEAL - Auditory Engagement

Give this as a mini-lecture. Every word students are expected to fill in is capitalized in the script.

Teacher script - mini-lecture



"Listen and fill in the missing word aloud, then write it on your notebook page. A thesis (central idea), or central idea, has THREE parts. The first part is the NOUN of importance. The second part is the VERB of importance. The third part is the STUDENT ANSWER. A WHY prompt needs a SUBORDINATOR such as because. A HOW prompt needs a PREPOSITION such as through."

Interactive Notebook Fill-In	Completed Student Response
A thesis (central idea) has _____ parts.	THREE
The first part is the _____ of importance.	NOUN
The second part is the _____ of importance.	VERB
The third part is the _____.	STUDENT ANSWER
A WHY prompt needs a _____ such as because.	SUBORDINATOR
A HOW prompt needs a _____ such as through.	PREPOSITION



★ DAILY DECK - Module Slide 11

The six auditory engagement sentences with blanks.



★ DAILY DECK - Module Slide 12

The six auditory engagement sentences with answers.

⏸ PAUSE POINT

Stop here. Students who understand are looking back at the prompt before they write, not at the ceiling.

Quick check: Which part of the thesis (central idea) cannot be copied from the prompt?

Expected answer: The student answer.

If students are confused: Cover the third part of the model on the board and ask whether the remaining sentence answers anything. Students should hear that it only repeats.

Auditory Engagement: Listen and Label

HEAR cycle: Hear with a purpose · Extract what matters · Act on it · Retrieve it

Teacher Script (Hear with a purpose)

"I am going to read four sentences aloud, and you need to decide if each one is a complete thesis (central idea) or just a fragment. Listen carefully to see if the sentence tells us the main point about the text or if it is missing important words."

Extract what matters — Listen and Label

Listen for	Label each
Laura Ingalls Wilder shared stories about her difficult but adventurous childhood on the American frontier.	Thesis (central idea) Not yet
the family moved many times by wagon	Thesis (central idea) Not yet
Carmen Lomas Garza creates paintings that celebrate everyday moments in Mexican-American family life.	Thesis (central idea) Not yet
bright colors and clear details	Thesis (central idea) Not yet

Act on it

Work with your partner to label each sentence as either a complete thesis (central idea) or a fragment before I reveal the answer.

Retrieve it

Recall from memory which specific locations Laura Ingalls Wilder lived in during her childhood to help you understand her story's context.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to two modeled builds and six auditory engagement sentences.	1(E)
Speaking	Students say the missing word aloud and restate the model thesis (central idea) chorally.	2(E)
Reading	Students read the medium stamina passage and two prompts.	3(F)
Writing	Students copy the three parts and complete six fill-in blanks.	4(D)

Virtual Classroom Adjustment

- Build the thesis (central idea) live on a shared slide, one part at a time, so students watch the sentence grow.
- Use the annotation pen in three colors so the noun, verb, and answer are visually separate on screen.
- Run the auditory engagement with everyone unmuted for the choral fill-in.
- Students type their version of the third part into the chat before the teacher reveals the model answer.
- Post both anchor charts as images in the class stream so students can enlarge them at home.

The Answer to Our Overarching Question

A sentence is strong enough to hold up a whole piece of writing when it names the topic, does the job the prompt gave, and adds the writer's own answer.

Day 2

 20 minutes • A - ATTEMPT (14 min), opening 3 min, closing 3 min

Our Overarching Question to be Answered in this Day!

How can a reader tell whether a thesis (central idea) really belongs to its prompt?

A

ATTEMPT

Supported game or InterActivity with complete student directions.

ATTEMPT - Game: Thesis (central idea)/Prompt Memory Match

 Grouping: Partners • 14 minutes

Materials for this activity

- One set of eight prompt cards per pair
- One set of eight thesis (central idea) cards per pair
- A Practice Pocket for storing the cards

Student-Facing Pieces



Students cut out the game cards contained in their Interactive Notebooks. Make sure they use sized envelopes or scrap paper to create a Practice Pocket to store their game pieces. Continue to use this game after this lesson is complete as a Forgetting Interrupted Activity.

Student directions - read these to students

1. Work with one partner. You will need one set of prompt cards and one set of thesis (central idea) cards.
2. Shuffle both sets together and place all sixteen cards face down in four rows of four.
3. Player 1 turns over two cards so both players can read them.
4. If the two cards are a prompt and the thesis (central idea) that answers it, Player 1 keeps the pair and takes another turn.
5. If they do not match, turn both cards face down again in the same spot. Now it is Player 2's turn.
6. Before you keep a pair, say out loud which part of the thesis (central idea) is the student answer. If you cannot find it, put the cards back.
7. Check your pairs against the answer key on the Daily Deck when all cards are gone.
8. The player with more matched pairs wins.
9. Return all sixteen cards to your Practice Pocket.



★ DAILY DECK - Module Slide 13

Game directions, one step per slide for the first five steps.



★ DAILY DECK - Module Slide 14

The sixteen-card layout shown face down.



★ DAILY DECK - Module Slide 15

Prompt and thesis (central idea) pair 1 revealed.



★ DAILY DECK - Module Slide 16

Pair 2 revealed.



★ DAILY DECK - Module Slide 17

Pair 3 revealed.



★ DAILY DECK - Module Slide 18

Pair 4 revealed.



★ DAILY DECK - Module Slide 19

Pair 5 revealed.

★ DAILY DECK - Module Slide 20
 Pair 6 revealed.

★ DAILY DECK - Module Slide 21
 Pair 7 revealed.

★ DAILY DECK - Module Slide 22
 Pair 8 revealed.

ANSWER KEY



- Prompt 1 with Thesis (central idea) 1 - WHY, subordinator because
- Prompt 2 with Thesis (central idea) 2 - HOW, preposition through
- Prompt 3 with Thesis (central idea) 3 - WHY, subordinator because
- Prompt 4 with Thesis (central idea) 4 - HOW, preposition through
- Prompt 5 with Thesis (central idea) 5 - HOW, preposition by
- Prompt 6 with Thesis (central idea) 6 - WHY, subordinator because
- Prompt 7 with Thesis (central idea) 7 - WHY, subordinator because
- Prompt 8 with Thesis (central idea) 8 - HOW, preposition through

★ DAILY DECK - Module Slide 23
 The complete answer key with the connecting word named for each pair.

Required Day Two partner process for prompt analysis

Partner prompt analysis

Mark the red circle with the class, then hand the yellow box and green triangle to partners and let them mark their own copy before you show yours.

1. Mark the red-circle topic with the class.
2. Give partners responsibility for the yellow-box charge.
3. Give partners responsibility for the green-triangle clue words.
4. Let partners mark their own copies.
5. Reveal the teacher model only afterward.

Prompt for this module: Explain why Carmen Lomas Garza's artwork is important to culture.

★ DAILY DECK - Module Slide 24
 ☆ The partner prompt, unmarked.

★ DAILY DECK - Module Slide 25
 ☆ The partner prompt with the teacher's marks, revealed last.

Cut-apart student cards

Students cut these from the Interactive Notebook and store them in a Practice Pocket.

Prompt 1 Explain why Laura Ingalls Wilder's stories help readers understand history.	Thesis (central idea) 1 Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.
Prompt 2 Explain how Carmen Lomas Garza's artwork tells stories about family life.	Thesis (central idea) 2 Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.
Prompt 3 Explain why Laura Ingalls Wilder became an important author.	Thesis (central idea) 3 Laura Ingalls Wilder became an important author because she shared real experiences from life on the frontier.
Prompt 4 Explain how Carmen Lomas Garza preserves cultural traditions through art.	Thesis (central idea) 4 Carmen Lomas Garza preserves cultural traditions through paintings that show family celebrations and traditions.
Prompt 5 Explain how Laura Ingalls Wilder made readers feel like they were part of her stories.	Thesis (central idea) 5 Laura Ingalls Wilder made readers feel like they were part of her stories by describing wide fields, small homes, and busy days on the farm.
Prompt 6 Explain why Laura Ingalls Wilder's books continue to inspire readers.	Thesis (central idea) 6 Laura Ingalls Wilder's books continue to inspire readers because they show how storytelling can keep history alive.
Prompt 7 Explain why Carmen Lomas Garza painted everyday family moments.	Thesis (central idea) 7 Carmen Lomas Garza painted everyday family moments because she believed cultural traditions should be remembered and celebrated.
Prompt 8 Explain how Carmen Lomas Garza shares Mexican-American culture with others.	Thesis (central idea) 8 Carmen Lomas Garza shares Mexican-American culture with others through paintings and books about family traditions and celebrations.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to a partner name the student answer before a pair is kept.	1(C)
Speaking	Students state which part of each thesis (central idea) is the writer's own answer.	2(F)
Reading	Students read sixteen cards during the match.	3(F)
Writing	Students record matched pairs and the connecting word for each.	4(C)

Virtual Classroom Adjustment

- Use a shared slide of sixteen numbered rectangles; a click removes a rectangle to reveal the card underneath.
- Place partners in breakout rooms of two and give each room its own copy of the slide.
- For the partner prompt marking, share the prompt as an image; let partners mark their own copy with the drawing tool before the teacher reveals the completed model.
- Students photograph or screenshot their matched pairs and submit them to the assignment folder.
- Run the check for understanding as a two-option poll: does this thesis (central idea) answer or restate?

The Answer to Our Overarching Question

A reader can tell a thesis (central idea) belongs to its prompt when the sentence keeps the prompt's noun and verb and then adds an answer the prompt did not already give.

Day 3

 20 minutes • D - DISCUSS (8 min) and U - USE AGAIN (10 min), closing 2 min

Our Overarching Question to be Answered in this Day!

Why must the answer inside a thesis (central idea) come from the writer instead of from the prompt?

D DISCUSS
Deep-thinking questions with expected student and teacher responses.

U USE AGAIN
Independent application. Always independent.

DISCUSS - Deep understanding discussion

 **Grouping: Whole Group • 8 minutes**

Teacher script

 “Let’s talk about what we noticed. I want to hear your reasoning, not just your answer.”

Teacher Question	Possible Student Response	Teacher Response
How did you know when to write a complex sentence?	When the prompt asked why.	Yes. WHY prompts require a subordinator.
What helped you write the student answer?	We thought about what the passage said.	Exactly. The student answer must come from your thinking about the text.
What happens if we forget the student answer?	The thesis (central idea) would not really answer the question.	That's right. The thesis (central idea) must give the reader the answer.
Compare Thesis (central idea) 1 and Thesis (central idea) 5. Both are correct, but they use different connecting words. Why?	One prompt says why and the other says how.	Strong reasoning. You used the clue word to justify the structure, not just the content.
A student writes: Laura Ingalls Wilder's stories help readers understand history. Is that a thesis (central idea)? Defend your answer.	No, because it just repeats the prompt.	Yes - it has two of the three parts. Without part three it is restatement, not an answer.

If a misconception appears

If a student insists a longer sentence is a better thesis (central idea), put two sentences side by side - one long restatement and one short complete thesis (central idea) - and ask which one tells the reader something new.

★ DAILY DECK - Module Slide 26
Discussion question 1.

★ DAILY DECK - Module Slide 27
Discussion question 2.

★ DAILY DECK - Module Slide 28
Discussion question 3.

★ DAILY DECK - Module Slide 29
Discussion question 4, the compare question.

★ DAILY DECK - Module Slide 30
Discussion question 5, the defend question, with the sample sentence shown.

★ DAILY DECK - Module Slide 31 - BRAIN BREAK STRETCHING MOMENT

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Because Bend: reach up on the word because, fold forward on the word through. Eight times.
2. Chair Push: press palms together in front of your chest for ten counts, then release.
3. Neck Roll: lower your chin and roll your head slowly from shoulder to shoulder, four times.

USE AGAIN - Write Your Own Thesis (Central Idea)

This is an independent activity

Students work alone. Directions sit above the writing space so a third grader can start without asking.

Look back at the prompt and write the three parts of the thesis (central idea). Then write the whole sentence on the line below. Remember: because for WHY, through or by for HOW.



★ DAILY DECK - Module Slide 32

The independent directions with the three parts listed.



★ DAILY DECK - Module Slide 33

Independent prompt 1.



★ DAILY DECK - Module Slide 34

Independent prompt 2.

Item	Answer Key
Explain why Carmen Lomas Garza's artwork is important to culture.	Answers may vary. Model answer: Carmen Lomas Garza's artwork is important to culture because it shows traditions and family celebrations.
Explain how Laura Ingalls Wilder helps readers imagine life on the prairie.	Answers may vary. Model answer: Laura Ingalls Wilder helps readers imagine life on the prairie through detailed stories about daily frontier life.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to a classmate defend a judgment about a thesis (central idea).	1(E)
Speaking	Students defend whether a sample sentence is a thesis (central idea) or a restatement.	2(E)
Reading	Students reread the medium stamina passages to find their answer.	3(G)
Writing	Students write two complete thesis (central idea) statements independently.	4(F)

Virtual Classroom Adjustment

- Post each discussion question on its own slide and call on three students per question so reasoning is heard, not typed.
- Use a breakout room of three for the defend question, then take one sentence from each room.
- Send the Write Your Own Thesis (Central Idea) page as a fillable document.
- Students submit both sentences through the assignment folder before leaving.
- Ask every student to type only their connecting word - because, through, or by - in the chat so you can see structure choices at a glance.

The Answer to Our Overarching Question

The answer inside a thesis (central idea) must come from the writer because the prompt only names the topic and the job; the reader learns nothing new until the writer supplies the answer.

Day 4

 20 minutes • A - AWARD (9 min) and T - TARGET (8 min), closing 3 min

Our Overarching Question to be Answered in this Day!

What can I now build that I could not build last week?

A AWARD
Celebrate specific evidence of learning.

T TARGET
Identify one evidence-based next goal.

AWARD - Awarding the BEST Parts

Teacher script

 *"Think about what you just did. You didn't just write sentences. You built the trunk of an entire essay."*

1. Students draw a tree trunk in their notebook.
2. Inside the trunk they write: My thesis (central idea) gives the answer!
3. The teacher gives students a Strong Trunk Award.
4. Students underline the student-answer part of their own thesis (central idea) in green.

 ★ DAILY DECK - Module Slide 35
The trunk drawing template.

Recognize specific evidence, not vague praise

Name the evidence, not the effort. Say: Priya, your answer said the passage described daily life on the prairie. That came from paragraph 5, not from the prompt. That is exactly what part three is for.

TARGET - Target the next step

Teacher script

 *"Strong learners stop and notice what they are doing well and what they still want to improve. Write one goal that begins: Next time I will."*

Curiosity questions

- Why do strong essays always begin with a clear thesis (central idea)?
- How does the thesis (central idea) guide the reader through the essay?
- How does the thesis (central idea) help writers stay focused?



★ DAILY DECK - Module Slide 36

The three curiosity questions.

Student-friendly targets

- Next time I will find the noun of importance faster.
- Next time I will check if the prompt says why or how before I choose my connecting word.
- Next time I will make sure my thesis (central idea) answers the prompt instead of repeating it.



★ DAILY DECK - Module Slide 37

The sentence stem: Next time I will _____.

My target: Next time I will...

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to praise that names the exact paragraph a classmate's answer came from.	1(E)
Speaking	Students read their own thesis (central idea) aloud and name its three parts.	2(D)
Reading	Students reread their two thesis (central idea) statements to find the student-answer part.	3(G)
Writing	Students write one evidence-based next-step goal.	4(F)

Virtual Classroom Adjustment

- Award the Strong Trunk recognition on screen by name, quoting the student's own words.
- Students type their thesis (central idea) into a shared slide and highlight part three in green themselves.
- Use a private chat for goals so students are candid about what is still hard.
- Ask two volunteers to unmute and read their thesis (central idea) aloud.
- Save the shared slide and reopen it at the start of Module 3.

The Answer to Our Overarching Question

I can now build the trunk of an entire response - a thesis (central idea) that keeps the prompt's noun and verb and adds my own answer in the right structure.

Day 5

 20 minutes • E - EXPLAIN TO OTHERS (10 min), assessment 8 min, closing 2 min

Our Overarching Question to be Answered in this Day!

How would I teach someone else to build a thesis (central idea)?

E

EXPLAIN

Turn and Teach with oral frames.

EXPLAIN TO OTHERS - Turn and Teach

 Grouping: Partners • 10 minutes

Teacher script

 “Turn to your partner and explain how to build a thesis (central idea) statement, which we also call a central idea. Walk them through all three steps in order.”

Student oral frames

- First, find the noun of importance, which is _____.
- Second, find the verb of importance, which is _____.
- Third, add the student answer, which is _____.
- This prompt says why, so I need the subordinator _____.
- This prompt says how, so I need the preposition _____.
- WHY prompts use the word why or a word that means why, so my thesis (central idea) must give a reason.

★ DAILY DECK - Module Slide 38
 The six oral frames for Turn and Teach.

Teacher listening focus

Listen for the phrase my own answer. A student who says 'then I add my own answer from the passage' understands part three. A student who says 'then I finish the sentence' does not yet.

Sample Turn and Teach response

First, find the noun of importance, which is Carmen Lomas Garza's artwork. Second, find the verb of importance, which is tells stories about family life. Third, add my own answer, which is through colorful paintings of everyday moments. This prompt says how, so I used the preposition through instead of because.

The ECR Writing Process Poem

Use army chant style. The teacher reads one line and students repeat it. Point at the trunk of the anchor chart on the line Write the thesis (central idea), then convince.

Read with prosody, leave some tracks.
Shape the prompt and answer back.
Write the thesis (central idea), then convince-
Show them proof called evidence.
Bring together - signals find,
From the text and from my mind!
Relate it to all who read.
Let my writing meet a need!

★ DAILY DECK - Module Slide 39
★ The Writing Process Poem printed in full.

★ DAILY DECK - Module Slide 40 - BRAIN BREAK STRETCHING MOMENT

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Air Sentence: write your thesis (central idea) in the air with your elbow.
2. Toe Touch Count: touch your toes and count backward from ten.
3. Shoulder Shrug Freeze: shrug your shoulders up, hold for five, drop them. Four times.

 Exit Ticket - Module 2

Prompt: Explain why Laura Ingalls Wilder's books continue to inspire readers.

1. Write the noun of importance.
2. Write the verb of importance.
3. Write your own answer.
4. Write the complete thesis (central idea) as one sentence.
5. Circle the connecting word you used and write WHY or HOW beside it.

★ DAILY DECK - Module Slide 41
 The exit ticket prompt.

EXIT TICKET ANSWER KEY

- Noun of importance - Laura Ingalls Wilder's books
- Verb of importance - continue to inspire readers
- Answers may vary. Model student answer: because they show how storytelling can keep history alive
- Answers may vary. Model thesis (central idea): Laura Ingalls Wilder's books continue to inspire readers because they show how storytelling can keep history alive.
- Connecting word - because. Type - WHY.
- Grading note: this exit ticket has five components. Each of the five components is worth 20 points, for a total possible score of 100 points.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to a partner teach all three steps in order.	1(E)
Speaking	Students teach the thesis (central idea) build using the six oral frames.	2(E)
Reading	Students read an unfamiliar WHY prompt on the exit ticket.	3(F)
Writing	Students write a complete thesis (central idea) independently.	4(F)

Virtual Classroom Adjustment

- Breakout rooms of two for Turn and Teach, with the six frames posted in each room.
- Ask one pair to demonstrate for the whole class after the breakout.
- Deliver the exit ticket as a five-field form so each part is scored separately.
- Students who cannot print may type NOI = , VOI = , answer = .
- Read the Writing Process Poem with everyone unmuted for the repeat lines.

The Answer to Our Overarching Question

I would teach someone else to build a thesis (central idea) by telling them to find the noun of importance, find the verb of importance, and then add their own answer using because for a WHY prompt or through for a HOW prompt.

Low, Medium, and High Exemplars

Students were given the prompt 'Explain why Carmen Lomas Garza painted everyday family moments' and asked to write a complete thesis (central idea).

Low Exemplar

Student Response

Carmen Lomas Garza painted everyday family moments.

What Is Working

The student kept the noun of importance and the verb of importance exactly as the prompt gave them.

What Needs Improvement

There is no student answer, so the sentence restates the prompt. There is no subordinator, so the structure does not match a WHY prompt.

Teacher Notes

Ask one question: what did the passage tell you about why she painted them? Then have the student say the answer aloud and write exactly what was said after the word because.

Medium Exemplar

Student Response

Carmen Lomas Garza painted everyday family moments because she liked them.

What Is Working

All three parts are present and the subordinator matches the WHY prompt.

What Needs Improvement

The student answer is a guess rather than something the passage shows. The passage says she believed traditions should be remembered and celebrated.

Teacher Notes

Send the student back to paragraph 2 with one direction: find the sentence that tells what she believed.

High Exemplar

Student Response

Carmen Lomas Garza painted everyday family moments because she believed cultural traditions should be remembered and celebrated.

What Is Working

All three parts are present, the structure matches the WHY prompt, and the student answer is drawn from the passage rather than invented.

Teacher Notes

This student is ready for the Double Thesis (central idea) Challenge. Ask for a second thesis (central idea) using a stronger subordinator from the writing rigor chart.

Exemplar engagement activity

1. Display all three thesis (central idea) statements on the Daily Deck at once.
2. Partners decide which sentence a reader would understand best.
3. Ask: which one tells the reader something the prompt did not already say?
4. Ask each pair to defend their ranking using the words part three and subordinator.
5. Expected observation: the low response has only two parts; the medium has three but the third is not from the text; the high has three parts and its third comes from the passage.

Assessment Opportunities

✓ Informal Assessment

Purpose	To check, during the game, whether students can point to the student-answer part of a thesis (central idea).
Who administers it	The classroom teacher, while circulating during ATTEMPT on Day 2.
Materials	The matched prompt and thesis (central idea) card pairs.
Task	Point to the part of Thesis (central idea) 5 that is the writer's own answer.
Expected response	by describing wide fields, small homes, and busy days on the farm

ANSWER KEY



- The student answer begins after the preposition by.
- Prompt 5 is a HOW prompt, so the answer names a way, not a reason.

✓ Formative Assessment

Purpose	To measure whether students can write a thesis (central idea) with all three parts and the correct structure for two unfamiliar prompts.
Who administers it	The classroom teacher. Students work independently.
Materials	The Write Your Own Thesis (Central Idea) page and the medium stamina passages.
Related TEKS breakout	11B(i) and 12B(i)

Scoring guidance

- 1 point - the noun of importance matches the prompt.
- 1 point - the verb of importance matches the prompt.
- 1 point - the student answer contains information from the passage.
- 1 point - the connecting word matches the prompt type.
- 8 points total across the two prompts. 6 or more indicates readiness for Module 3 without additional support.

Answers may vary.

Embedded Checks for Understanding

Teacher Asks	Students Do	Expected Response	Common Incorrect Response	Teacher Response
How many parts does a thesis (central idea) have?	Hold up fingers.	Three.	Two.	Point at the anchor chart and count all three aloud together, touching each one.
Which part cannot be copied from the prompt?	Answer aloud.	The student answer.	The verb of importance.	Cover part three of the model and ask what the reader still does not know.
A WHY prompt needs which kind of word?	Say the word type aloud.	A subordinator, such as because.	A preposition.	Say both model sentences back to back so the ear hears the difference, then ask again.
Is 'Laura Ingalls Wilder became an important author' a thesis (central idea)?	Thumbs up or down.	No - it restates the prompt.	Yes, because it is a full sentence.	Remind students that a complete sentence and a complete thesis (central idea) are not the same thing.
Where should your student answer come from?	Turn and tell a partner.	The passage.	My imagination.	Require the student to name a paragraph number for the next answer written.

Student Support for Quick Reference

Possible Learner Needs Within This Module	High-Leverage Support That Preserves the Rigor
Student restates the prompt and stops.	Require an oral answer before writing. Ask: so what does the passage show? Then say: write exactly what you just told me after the word because.
Student uses because on a HOW prompt.	Give the two-box anchor chart and have the student touch the box that matches the clue word before writing.
Emergent bilingual student has the idea but not the sentence.	Provide the frame with the noun and verb already filled in and only part three blank. The thinking stays with the student.
Student writes a very long thesis (central idea) with several ideas.	Ask which one idea the rest of the response will prove, then cross out the others together.
Student cannot find the verb of importance in a long prompt.	Cover everything except the topic phrase and ask what the topic does.
Student finishes both prompts in three minutes.	Hand the writing rigor chart and ask for the same thesis (central idea) rewritten with a Level 4 subordinator.

Teacher Resource

Teach BIG Writing Conference App

Conference prompts, next-step language and record-keeping for the learner needs listed above.

Intervention - Thesis (central idea) Builder

 **Time needed: 12 minutes**

Teacher script - read this to your intervention group

 *"When we write a thesis (central idea), our central idea, the hardest habit to break is copying the prompt back. Today we use a frame so that you never have to. The frame gives you the beginning. Your job is only the last part, the piece the prompt did not tell you. Listen to this one: the prompt says that Carmen Lomas Garza shares Mexican-American culture with others. The prompt does not say how she does it. That how belongs to you, and that is the part I am listening for."*

Purpose	To rebuild thesis (central idea) construction with sentence frames for students who restate the prompt.
Group size	Small group of three to five
Time needed	12 minutes
Materials	Sentence frame strips; Both medium stamina passages; Green pencils
Relevant TEKS breakout	11B(i)
Relevant ELPS	1(C) Listening; 4(C) Writing

Step-by-step directions

1. Give each student one sentence frame strip.
2. Read the frame aloud. Students track with a finger.
3. Students find the paragraph in the passage that answers the blank and put a finger on it.
4. Students say the answer aloud before writing anything.
5. Students write exactly what they said into the blank.
6. Students underline their own answer in green so they can see that part three came from them.
7. Students read the completed sentence to the group.

Sentence frames and thinking clues

- Laura Ingalls Wilder's stories help readers understand history because _____.
- Carmen Lomas Garza tells stories about family life through _____.
- Laura Ingalls Wilder became an important author because _____.
- Carmen Lomas Garza preserves cultural traditions through _____.

Scaffolded practice items and answer key

Practice Item	Answer Key
Frame 1	Answers may vary. Model answer: they describe daily life on the prairie.
Frame 2	Answers may vary. Model answer: colorful paintings of everyday moments.
Frame 3	Answers may vary. Model answer: she shared real experiences from life on the frontier.
Frame 4	Answers may vary. Model answer: paintings that show family celebrations and traditions.

Intervention Reassessment

Teacher script - read this before the reassessment



"On your own now. Write the whole thesis (central idea), our central idea, for this prompt about Carmen Lomas Garza. Then underline in green the part you added, the part that came from your thinking and not from the prompt. If nothing on your paper is green, the prompt is still doing your work for you, and that is the piece we will practice again together."

Task: Write the complete thesis (central idea). Underline your own answer in green.

Prompt or reason: Explain how Carmen Lomas Garza shares Mexican-American culture with others.

- Answers may vary. Model answer: Carmen Lomas Garza shares Mexican-American culture with others through paintings and books about family traditions and celebrations.
- The underlined portion must begin after the preposition through.

Readiness to return to core instruction: A student who writes all three parts and underlines a part three drawn from the passage is ready to return to core instruction. A student who underlines words copied from the prompt repeats steps 3 and 4 with one more frame.

Enrichment - Double Thesis (central idea) Challenge

 **Time needed: 15 minutes**

Teacher script - read this to your enrichment group

 *"You write clear thesis (central idea) statements already, so today you carry two authors in one sentence. Wilder and Garza both tell stories about everyday life, but they tell them in different ways. Your central idea has to be true of both of them at the same time. Write it two ways, using a different connecting word each time, and then decide which sentence says it more clearly."*

Purpose	To push students who already write accurate thesis (central idea) statements into combining two texts in one central idea.
Group size	Independent, then shared with a partner
Time needed	15 minutes
Materials	Both medium stamina passages; The WHY and HOW writing rigor charts
Relevant TEKS breakout	11B(i), 11B(iii), 12B(ii)
Relevant ELPS	2(E) Speaking; 4(F) Writing

Rigor safeguard for this extension

The student is not writing more thesis (central idea) statements. The student is holding two texts in mind at once and finding the idea both share, which is synthesis, not repetition.

Prompt: Explain how Laura Ingalls Wilder and Carmen Lomas Garza both tell stories about everyday life.

Explicit directions

1. Read both medium stamina passages again.
2. List one thing each artist does that the other also does.
3. Write one thesis (central idea) that is true of both.
4. Check that your connecting word matches the clue word how.
5. Rewrite the same thesis (central idea) once more using a stronger preposition from the HOW writing rigor chart.
6. Explain to a partner how both authors share stories.

EXEMPLAR RESPONSE

- Answers may vary. Model answer: Laura Ingalls Wilder and Carmen Lomas Garza tell stories about everyday life through writing and artwork that show family experiences.
- Level 4 rewrite: Laura Ingalls Wilder and Carmen Lomas Garza tell stories about everyday life through the use of detailed scenes drawn from their own families.

☆ Enrichment Share

Teacher script - read this before students share

🔊 *“Read both of your sentences to your partner, and do not tell them which one you like better. Let them choose, and let them say why. When a listener can hear which connecting word made the sentence clearer, that is proof the word was doing real work and not just filling space.”*

Partners read both versions aloud and decide which preposition made the sentence clearer. The presenter must name the level of the preposition used.

Additional Writing Opportunity - Plan and Draft

Prompt

Explain why Carmen Lomas Garza believed everyday family moments were important enough to paint.

Connection to this module

Students met this thinking as Prompt 7 in the memory match, where the card reads Explain why Carmen Lomas Garza painted everyday family moments. The wording here is deliberately different, so students must build the thesis (central idea) again rather than recall the sentence they matched.

Planning support

1. Shape the prompt. Mark the topic, the charge, and the clue word.
2. Write the prompt type: WHY or HOW.
3. Find one paragraph in the passage that answers the prompt and write its number.
4. Write your student answer in three or four words before you write the full sentence.

Drafting space

Teacher Resource

Teach BIG Writing Conference App

Use it to record a two-minute conference on this draft and to set the writer's next step.

Additional Writing Opportunity - Revise, Edit, and Share

Revising - the Cluster 2 revising focus

- ☐ Read your thesis (central idea) aloud. Does part three tell the reader something the prompt did not? (11C(i))
- ☐ Replace your connecting word with a stronger one from the WHY writing rigor chart. (11C(ii))
- ☐ Check that your sentence still makes sense after the replacement. (11C(i))

Editing - the Cluster 2 editing focus

- ☐ Present verb tense is used consistently. (11D(iv))
- ☐ Plural nouns such as moments, paintings, and families are spelled correctly. (11D(vii))
- ☐ Proper nouns such as Carmen Lomas Garza are capitalized. (11D(ix))
- ☐ Geographical names such as Kingsville and Texas are capitalized. (11D(xxiv))
- ☐ Geographical places such as the border are capitalized only when part of a name. (11D(xxv))
- ☐ Words with grade-appropriate spelling patterns are spelled correctly. (11D(xxx))

Sharing and Publishing

Offer students a real audience. Any of these options works for this module.

- Partner reading: read your thesis (central idea) and let your partner name part three.
- Author's chair: three students read their strongest thesis (central idea) to the class.
- Gallery walk: post all thesis (central idea) statements and let students place a green dot beside any sentence whose part three came from the passage.
- Recorded reading: record students reading their thesis (central idea) for the class listening station.
- Bulletin-board display: build a paper tree on the wall and staple each student's thesis (central idea) onto the trunk.

Additional Writing Opportunity - Resources

Teacher Resource

Extra Revision & Editing Tools

Here are some additional Teach BIG resources that complement this Plan, Revise, Edit, and Share lesson:

- Revising and Editing Daily Slides
- Editing and Revision Daily Teacher Lesson Plans
- Editing and Revision Daily Student Interactive Workbooks

At Home Connection

Purpose

At Home Connection extends the module beyond the classroom through short, conversation-based experiences. Students explain what they learned to someone at home, connect the learning to everyday life, look for examples of the skill in the world around them, and do a small amount of authentic writing. These are not long assignments. Each card is designed to take a few minutes and to end in a conversation rather than a worksheet.

Two more low-material features worth adding

Feature	How It Works
Signature strip	Every card carries one short signature line at the foot. A family member signs to show the conversation happened. No writing is required from the adult, which keeps the workload on the conversation rather than on paperwork.
Two-week card pocket	Send all three cards home in one envelope at the start of the module and let families choose the order. Families with a busy Tuesday can do the card on Thursday, and nothing is late. Staple the envelope inside the Interactive Notebook so it does not get lost.

Cut the three cards apart on the following pages. Two cards go to the whole class. The third is the same assignment with more language support built in.

At Home Connection - Task Cards 1 and 2

At Home Connection - Task Card 1

Teach the Three Parts

TEKS: 11B(i), 12B(i)

- Teach someone at home the three parts of a thesis (central idea), which we also call the central idea: the topic, the action, and your own answer.
- Have them ask you a why question. Answer in one sentence that uses the word because.
- Write your sentence down and underline the part that came from your own thinking.

Talk about it at home

Ask them: when you have to explain a decision, do you say your reason first or last?

Family member signature

At Home Connection - Task Card 2

Because and Through

TEKS: 11B(i), 11D(iv)

- Write one sentence about your family that uses the word because.
- Write one sentence about your family that uses the word through.
- Check both sentences for present tense verbs and capital letters on names.

Talk about it at home

Ask them: which of my two sentences is easier to believe, and why?

Family member signature

At Home Connection - Task Card 3

Purpose of this version - teacher information only

Teacher note. Task Card 3 is a scaffolded version of the same assignment, built to give an emerging bilingual student more language support. It supplies oral rehearsal before writing, a word bank, a sentence frame, a drawing option, and permission to discuss the task in the home language before answering in English. The student-facing card looks and reads like any other card in the set and never labels the student. Hand it out the same way you hand out the others.

At Home Connection - Task Card 3

Frame It First

TEKS: 11B(i), 12B(i)

- Word bank: topic, action, answer, because, through.
- Say the frame out loud twice before writing: _____ is important to my family because _____.
- Talk it through in any language you speak at home first, then write it in English.
- You may draw a picture beside your sentence to show your answer.

Talk about it at home

Ask them: what is one tradition our family keeps, and why do we keep it?

Family member signature _____

Student Tracking Sheet - Module 2

Students rate themselves and then give their proof. A rating without proof is a guess.

I Can Track	My Rating (circle one)	My Proof
I can name the three parts of a thesis (central idea).	Not Yet / Almost / Yes	
I can copy the noun of importance and the verb of importance from the prompt.	Not Yet / Almost / Yes	
I can add my own answer from the passage.	Not Yet / Almost / Yes	
I can use because when the prompt asks why.	Not Yet / Almost / Yes	
I can use through or by when the prompt asks how.	Not Yet / Almost / Yes	

Five ways to make this tracking sheet come alive

1. Trunk check: before students write anything on Day 3, they rate row three only, then rate it again after writing and compare the two ratings.
2. Evidence hunt: any student who rates a row Yes must write a paragraph number in the proof column, so proof is always traceable to the text.
3. Silent swap: students trade trackers and write one question mark beside any rating they would challenge; owners then defend or change it.
4. Small-group entry ticket: students bring the tracker to intervention group and the group works only on the rows rated Not Yet.
5. Family share: students take the tracker home on Friday and explain one row to an adult, who signs the proof column.

Teacher Closure Script

Read this aloud to close the module



“This week you grew the trunk. You learned that a thesis (central idea), which we also call the central idea, always has three parts: the noun of importance marked with a red circle, the verb of importance marked with a yellow box, and your own answer. You learned that the clue word marked with a green triangle tells you whether to use a subordinator like because or a preposition like through. And you learned that evidence and proof are marked in yellow. So here is our answer to the big question: a writer turns a prompt into a sentence that gives the reader the answer by keeping the prompt's noun and verb and then adding his or her own answer in the structure the clue word demands. Next week we grow the first branch.”

Module Essential Question, answered

Question: How does a writer turn a prompt into a sentence that gives the reader the answer?

Answer: A writer turns a prompt into a sentence that gives the reader the answer by keeping the noun of importance and the verb of importance from the prompt and then adding his or her own answer, using a subordinator for a WHY prompt or a preposition for a HOW prompt.

Teacher Reflection - Module 2

These questions are specific to this module. Write enough that you can act on it next year.

Which of the three thesis (central idea) parts did students grasp fastest, and which needed the most reteaching?

How many students used because on a HOW prompt, and what will you add to the modeling to prevent it?

What evidence showed you that students understood the difference between restating and answering?

Which pair of memory-match cards caused the most disagreement, and was the disagreement productive?

Which discussion question produced the strongest defense of a judgment?

Which students still need the Thesis (central idea) Builder frames before Module 3?

Which students are ready for the Double Thesis (central idea) Challenge?

Did the medium stamina passage slow any students down in a way that affected the writing rather than the reading?

What should you carry forward into Module 3 about how this class generates its own answers?

Is there an area where you should ask a fellow teacher, coach, or expert for support?

Teacher Notes

This page is for lesson internalization, observations, student evidence, and next-step planning. Use it for what you notice during the week: misconceptions worth reteaching, students needing support, students ready for extension, ideas for the next lesson, and questions to revisit.

Teacher Artifacts of Effectiveness

Five artifacts you could collect from this module to demonstrate complete implementation and instructional effectiveness.

- A student's Write Your Own Thesis (Central Idea) page with part three underlined in green, paired with the Day 5 exit ticket.
- A photograph of the Three Parts of a Thesis (Central Idea) anchor chart with the class's own model sentence added underneath.
- A Student Interactive Notebook sample showing the six auditory engagement fill-ins from Day 1.
- A photograph or short video of one pair playing Thesis (Central Idea)/Prompt Memory Match and naming part three before keeping a pair.
- A before-and-after pair: one student's Module 1 exit ticket beside the Module 2 exit ticket, annotated with what changed.

GRADE 3 • CLUSTER 2 • ECR - INFORMATIONAL

MODULE

3

Reason/Way - The First Branch of the Tree

Week 3 • High Stamina • approximately 1,000 words

THE WRITING ACADEMY LLC • GRADE 3 • CLUSTER 2 • ECR INFORMATIVE

Module 3: Reason/Way - The First Branch of the Tree

Week 3 • High Stamina - approximately 1,000 words

A Little Inspiration Goes a Long Way!

Strong writers don't just find answers - they organize ideas so readers can clearly see their thinking. When students learn to group ideas into meaningful categories, their writing begins to grow with purpose and clarity.

Why this module matters

This module matters because a thesis (central idea) alone is a trunk with no branches. Students learn to magnify a passage for details, collect far more details than they will use, group related details into baskets, and turn each basket into a reason or a way statement. The hidden skill is the pause: students must generate before they select. By the end of the week students can take one prompt and one passage and produce three distinct, non-overlapping reasons that all support the same thesis (central idea).

Module Essential Question

How does a writer turn a pile of details into reasons a reader can follow?

Parent Communication

Purpose

Families are partners in this work, and partnership only happens when families know what is going on. This page exists so that every family has three things: a clear picture of what their child is learning this week, real questions they can ask at the dinner table, and one or two simple things they can do together that need no materials and no preparation. Nothing here is homework for the family. It is an invitation to talk. When a child explains the week's learning to someone at home, the learning gets stronger, and the family gets to see the thinking that usually stays inside the classroom.

How to send it

Copy the letter in the language each family prefers, or send both. The conversation starters and the family activities are the same in either language, so a family reading the Spanish letter and a child reading the English page are still talking about the same thing.

Parent Letter - English

Dear Families,

This week your child begins Module 3 of Cluster 2, Reason/Way - The First Branch of the Tree. We have the ground and the trunk. Now the branches grow.

The skill is organizing. Your child is learning to look closely at a passage, collect many more details than they will actually use, sort the related details into groups we call baskets, and then name each basket. The name of the basket becomes a reason. The hard part, and the valuable part, is that the three reasons have to be genuinely different from one another. Saying the same thing three times does not count.

We are reading the longest versions yet of our two true stories. The Laura Ingalls Wilder passage now includes daily chores, prairie weather, one-room schools and the reach of her books around the world. The Carmen Lomas Garza passage now includes her childhood in South Texas, the details she noticed that others overlooked, and how her work reached museums and classrooms.

The writing skill this week is developing an engaging idea with relevant details, TEKS 11B(iii). In revising we are choosing stronger words to open each reason. In editing we are practicing singular and plural nouns, common and proper nouns, and grade-level spelling patterns.

Ask your child to sort something at home into three groups and name each group. That is the exact thinking of the week, and it works just as well with socks as it does with sentences.

With appreciation,

Your child's teacher - The Writing Academy LLC

Carta para las Familias - Español

Estimadas familias:

Esta semana su hijo o hija comienza el Módulo 3 del Grupo 2, Razón o Manera: La Primera Rama del Árbol. Ya tenemos la tierra y el tronco. Ahora crecen las ramas.

La destreza es organizar. Su hijo o hija está aprendiendo a observar el texto con cuidado, reunir muchos mas detalles de los que va a usar, agrupar los detalles relacionados en grupos que llamamos canastas, y después ponerle nombre a cada canasta. El nombre de la canasta se convierte en una razón. La parte difícil, y la más valiosa, es que las tres razones tienen que ser verdaderamente diferentes entre sí.

Leemos las versiones más largas de nuestras dos historias reales. El texto de Laura Ingalls Wilder ahora incluye los quehaceres diarios, el clima de la pradera, las escuelas de un solo salón y el alcance mundial de sus libros. El texto de Carmen Lomas Garza ahora incluye su niñez en el sur de Texas, los detalles que ella notaba y otros no, y como su obra llegó a museos y salones de clase.

La destreza de escritura de esta semana es desarrollar una idea interesante con detalles relevantes, TEKS 11B(iii). Al revisar elegimos palabras más fuertes para comenzar cada razón. Al editar practicamos sustantivos singulares y plurales, sustantivos comunes y propios, y patrones de ortografía del nivel de grado.

Pídale a su hijo o hija que organice algo en casa en tres grupos y que le ponga nombre a cada grupo. Ese es exactamente el pensamiento de la semana.

Con aprecio,

El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What is a basket in writing? Teach me.
- Tell me your three reasons. How do you know they are different from each other?
- What did you learn this week about what daily work was like on the prairie?
- What did Carmen Lomas Garza notice as a child that other people did not?
- Why do writers collect more details than they need?
- What would happen to a piece of writing if the reasons were all the same?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Sort the Kitchen

Pick one drawer, shelf or basket at home. Ask your child to sort what is inside into three groups and name each group so the name fits everything in it. Five minutes, no materials.

Three Reasons Walk

On a walk or a car ride, name a place you both know. Ask your child for three different reasons people like it. Push gently when two reasons sound the same.

Lesson Overview

Module 3, Reason/Way - The First Branch of the Tree, teaches students to generate and organize the reasons or ways that support a thesis (central idea). The week moves from magnifying a passage for details, to watching the teacher sort five details into three named baskets, to sorting a full card set in small groups, to writing three reason statements independently. Students work from the high stamina Laura Ingalls Wilder and Carmen Lomas Garza passages and produce three baskets and three reason statements in the Interactive Notebook.

TEKS Correlations

Breakout	Student Expectation	Where It Is Taught and Practiced in This Module
11B(i)	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.	Distributed. Each basket becomes a structural unit that the introduction promises.
11B(iii)	Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	Introduced here in practice: relevance is exactly what decides which basket a detail belongs in.
12B(i)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.	Every basket must support the thesis (central idea) written in Module 2.
12B(ii)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	Reason statements are the informative genre's topic sentences.
12B(iii)	Compose informational texts, including brief compositions that convey information about a topic, using genre characteristics and craft.	Day 5 additional writing asks for a thesis (central idea) plus three reason statements.
11C(i-ii)	Revise drafts to improve sentence structure and word choice.	Day 5 revising: students upgrade the transition word that opens each reason using the REASONS and WAYS transition charts.
11D(i), (vi)-(ix), (xxx), (xxxii)	Edit drafts using complete simple sentences, singular and plural nouns, common and proper nouns, spelling patterns, and high-frequency word spelling.	Day 5 editing checklist, applied to the three reason statements.

ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	Days 1, 3, 4 and 5
1(C)	Listening	Following Directions	follow oral directions with accuracy	Day 2
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Days 2, 3 and 5
2(F)	Speaking	Respond to Information	restate, ask questions about, or respond to information during formal and informal classroom interactions	Day 1
3(F)	Reading	Comprehension: Monitor and Adjust	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Days 1, 2 and 5
3(G)	Reading	Comprehension: Responding to Text	demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions	Days 3 and 4
4(D)	Writing	Language Structures / Syntax	write using a variety of grade-appropriate sentence lengths and types and connecting words	Day 1
4(E)	Writing	Conventions	write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	Day 5

ELPS Linguistic Accommodations

The purpose of these linguistic accommodations is to maintain the full rigor of each module's writing goal while providing multilingual learners with a level-appropriate path to success. These supports are designed to change how a student demonstrates and grows their thinking, rather than lowering the academic expectations.

Level	Language Objective
Pre-Production	Point to details in a text that support the thesis (central idea) using picture cards.
Beginning	Name two specific reasons from the text that explain the thesis (central idea).
Intermediate	Write one simple sentence for each detail to show how it supports the thesis (central idea).
High Intermediate	Write a complete sentence that combines a reason and an explanation of why it matters to the thesis (central idea).
Advanced	Compare different details to justify which ones best support the thesis (central idea) in a logical order.

Stating the objective for students

- Students at the pre-production level will point to details in a text that support the thesis (central idea) using picture cards.
- Students at the beginning level will name two specific reasons from the text that explain the thesis (central idea).
- Students at the intermediate level will write one simple sentence for each detail to show how it supports the thesis (central idea).
- Students at the high intermediate level will write a complete sentence that combines a reason and an explanation of why it matters to the thesis (central idea).
- Students at the advanced level will compare different details to justify which ones best support the thesis (central idea) in a logical order.

ELPS woven into intervention

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Following Directions	follow oral directions with accuracy	Intervention, after Day 3
3(F)	Reading	Comprehension: Monitor and Adjust	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Intervention, after Day 3

ELPS woven into enrichment

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Enrichment, Day 3 onward
4(F)	Writing	Discourse / Composition	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, Day 3 onward

Learning Destination

Module learning objective

Students will magnify a passage to collect relevant details, group those details into categories, and write a reason or way statement for each category that supports the thesis (central idea).

I Will statements

- I will magnify the passage to find many details.
- I will put details that belong together into the same basket.
- I will give each basket a name.
- I will turn each basket name into a reason or way statement.

I Can statements

- I can find details in a passage that connect to my thesis (central idea).
- I can sort details into groups that make sense.
- I can name what a group of details has in common.
- I can write three reasons that are different from each other.

★ DAILY DECK - Module Slide 1



The I Will and I Can statements for this module, so students see the week's target before anything else.

Success criteria

- ☐ Each basket contains at least two details that truly belong together.
- ☐ The three baskets do not overlap; no detail could sit equally well in two of them.
- ☐ Each reason statement is a complete sentence that supports the thesis (central idea).

Evidence that will demonstrate mastery

- The Build Your Own Baskets page on page 248 shows three named baskets and three reason statements.
- The Day 5 exit ticket on page 255 shows one basket built from an unfamiliar prompt.
- A student whose three reasons cannot be swapped for one another has demonstrated mastery.

Rigor Safeguard

You may reduce the number of detail cards and you may reduce the number of baskets from three to two. You may name one basket to start a struggling group. You may not sort the cards for a student and you may not name all of the baskets. The student must still decide what the details have in common and must still write the reason statement.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate details in the passage that relate to the prompt.	Supported. Students may reread as often as they wish.	At least six relevant details are listed before sorting begins.
Inferential	Decide what several details have in common and name the category.	Modeled Day 1, small group Day 2, independent Day 3.	Each basket carries a name that fits every card inside it.
Evaluative	Judge whether two reasons are genuinely distinct or are the same idea said twice.	Partner discussion Day 3, independent Day 5.	The student can explain why two reasons are different, or can collapse two that are not.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Three reasons means three sentences.	A teacher may accept three sentences that all say the same thing in different words.	Cover reason one and read reason two. If nothing new appears, the student has one reason written three times.
Sorting by paragraph is sorting by category.	A teacher may approve baskets that are really just paragraph one, paragraph two and paragraph three.	Hand the group two cards from different paragraphs that clearly belong together and ask what they have in common.
Naming the basket for a struggling group removes the thinking.	A teacher may avoid naming any basket, leaving a stuck group with nothing.	Name one basket and leave the others open. The student still categorizes; the field is simply smaller.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Everything about the passage belongs in one basket.	One basket holds eight cards and the other two are empty.	Reduce to six cards and two baskets. Rebuild one basket at a time and require a name that covers both cards.
A basket name only has to fit the first card.	The student names a basket Homes and then puts growing food inside it.	Read the name, then read every card underneath it. Ask whether the name is still true for the last one.
More details always means a better answer.	The student lists twelve details and never chooses.	Set a limit: three baskets, at most three cards each. Choosing is the skill, not collecting.

Tier 1 Vocabulary

Everyday words used within this module. These are common words students likely recognize, but they appear frequently in the passages and the lesson.

Teacher script - introducing Tier 1 vocabulary

 *“Let's warm up with our Tier 1 words. Tier 1 words are the everyday words you use without thinking about them. Basket. Group. Sort. They are not hard words, but this week they carry big ideas, because we are going to sort our thinking into baskets. Say each word with me, then show me with your hands what sorting looks like.”*

Word	Student-Friendly Meaning	Oral Rehearsal Frame
basket	A container used to hold things together.	Each _____ holds ideas that go together.
group	A set of things that belong together.	I put the details into a _____.
sort	To put things into groups.	I _____ the cards into baskets.
detail	A small piece of information.	One _____ from the passage is _____.
same	Not different; alike.	These details belong to the _____ basket.
different	Not the same.	My three reasons must be _____.
name	The word we call something.	The _____ of this basket is _____.
work	Jobs that people do.	Frontier families did hard _____.
food	What people eat.	Families grew their own _____.
home	The place where a family lives.	They built a _____ on the prairie.
neighbor	A person who lives near you.	Laura's family helped a _____.
holiday	A special day people celebrate.	Garza painted a _____ celebration.

Tier 2 Vocabulary

Academic knowledge vocabulary needed to accomplish this lesson.

Teacher script - introducing and rehearsing Tier 2 words



"These are academic thinking words that help us understand questions and explain answers. Say categorize with me, clapping the syllables: cat-e-go-rize. Now turn to your partner and use the word in a sentence about the cards on your table."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
reason	A statement that tells why something is true.	One _____ is _____.
way	A statement that tells how something happens.	One _____ is _____.
categorize	To put ideas into groups that share something.	I _____ the details.
organize	To arrange ideas so they make sense.	I _____ my ideas before writing.
support details	Details that hold up a bigger idea.	My _____ prove my reason.
topic	What a group of ideas is about.	The _____ of this basket is _____.
magnify	To look very closely so small things become visible.	I _____ the passage to find details.
distinct	Clearly different from the others.	My reasons must be _____.
relevant	Closely connected to the idea being discussed.	This detail is _____ because _____.
coherence	The quality of ideas holding together.	Grouping ideas gives my writing _____.
topic sentence	The sentence that names what a paragraph is about.	Each basket becomes a _____.
thesis (central idea)	The sentence that gives your answer to the prompt.	Every basket must support my thesis (central idea).

+ Teacher Resource

Teach BIG Academic Vocabulary Companion App

Additional practice and assessment for the Tier 2 academic words listed above.

Tier 3 Vocabulary

Passage-specific and concept-specific vocabulary. The third column gives pronunciation support for oral rehearsal.

Teacher script



“These words are connected specifically to the historical topics in our passages. When we understand them, the passage becomes easier to understand.”

Word	Student-Friendly Meaning	Say It This Way
frontier	Land at the edge of a settled area.	frun-TEER
harvest	The crops gathered at the end of a growing season.	HAR-vest
blizzard	A severe snowstorm with strong wind.	BLIZ-erd
arithmetic	The study of numbers; math.	uh-RITH-muh-tik
fiddle	A stringed instrument played with a bow; a violin.	FID-ul
one-room school	A small school where all ages learn in a single classroom.	wun-room skool
adapted	Changed in order to fit a new situation.	uh-DAPT-ed
generations	Groups of people born and living about the same time.	jen-uh-RAY-shuns
heritage	Traditions and history passed down in a family.	HAIR-i-tij
gatherings	Times when people come together.	GATH-er-ings
exhibits	Displays of art or objects for people to view.	eg-ZIB-its
overlook	To fail to notice something.	oh-ver-LOOK

Background Knowledge and Teacher Context Knowledge

Student background knowledge needed before instruction

- Students can shape a prompt and identify its clue word.
- Students can write a thesis (central idea) with all three parts.
- Students know that the trunk holds the branches.
- Students have sorted objects into groups in earlier grades and can transfer that move to ideas.

Teacher context knowledge - what you need to understand more deeply than the student

- A basket is a category, and the name of the category becomes the reason. If a student cannot name the basket, the basket is not a real category yet.
- Reasons must be distinct. 'She helped people' and 'She made things better' are the same idea twice. Distinctness, not quantity, is the standard.
- Reasons answer WHY prompts. Ways answer HOW prompts. Both live on the same branch of the tree, and the clue word decides which word students use.
- Students will want to sort by which paragraph a detail came from. That is location, not category. Push them to sort by what the detail is about.
- Generating more details than needed is the point. A student who lists exactly three details has not magnified; that student has guessed.

Educator Preparation & Materials to Gather

Teacher materials

- Teacher Guide
- Daily Deck
- Laura Ingalls Wilder passage, high stamina
- Carmen Lomas Garza passage, high stamina
- Tree anchor chart from Modules 1 and 2
- Magnifying glass image or prop
- Basket or bucket pictures for grouping ideas
- Reason cards from the passages
- Prompt cards from previous modules
- Chart paper
- Markers: red, yellow, and green
- Answer keys, exit tickets, intervention and enrichment materials

Student materials

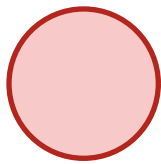
- Student Interactive Notebooks
- Colored pencils
- TRACKS highlighting colors: green, purple, yellow, orange
- Detail cards cut from the Interactive Notebook
- Gameboard and student markers - Pencil Guy
- Scissors for the cut-apart detail cards
- A Practice Pocket for storing game pieces

Preparation before Day 1

1. Post the Module 1 and Module 2 anchor charts where students can see them all week.
2. Draw the Three Baskets anchor chart before Day 1.
3. Copy the high stamina passages, one set per student.
4. Cut one demonstration set of the fourteen detail cards.
5. Bring a real magnifying glass if one is available; the physical prop makes the idea concrete.
6. Load the Daily Deck and confirm all 36 slides for Module 3 are in order.
7. No copying is necessary when students are using the Writing Academy Student Interactive Workbook.

Marker consistency

The required prompt-analysis markers are red, yellow, and green. Red circle marks the topic. Yellow box marks the charge. Green triangle marks the clue words.



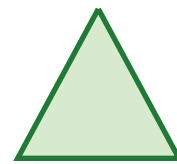
TOPIC

Noun of Importance



CHARGE

Verb of Importance



CLUE

WHAT / WHY / HOW

Red circle = Noun of Importance • Yellow box = Verb of Importance • Green triangle = clue words

Timing and Transition Overview

Each daily lesson runs approximately 20 minutes. The middle column gives the exact minutes for the GRADUATE stages taught that day.

 **Total instructional time: 100 minutes across five days, approximately 20 minutes per day.**

Day	Stage Minutes	GRADUATE Stage or Stages	Transition Minutes	What Happens
Day 1	 3 + 13	GATHER + REVEAL	4	Magnifying the passage and the modeled basket sort.
Day 2	 3 + 14	ATTEMPT	3	Basket Builder small-group sort with the detail cards.
Day 3	 8 + 10	DISCUSS + USE AGAIN	2	Discussion, then three independent baskets and reason statements.
Day 4	 9 + 8	AWARD + TARGET	3	Branch drawing, celebration, and one next goal.
Day 5	 10 + 8	EXPLAIN TO OTHERS	2	Turn and Teach, exit ticket, and the additional writing opportunity.

Tiny Times Transition

Purpose

Tiny Times Transitions are zero-material, extremely brief learning routines designed to keep students mentally connected to module content during transition periods. They work as review, quick retrieval practice, a lesson introduction, observation practice, connection-making, scavenger-hunt-style thinking, or preparation for an upcoming passage or concept.

Internal transitions - students stay in the room

- While small groups return detail cards and stack the basket mats.
- While the class transitions from writing to independent reading.

External transitions - students are moving

- Walking to recess. Head or shoulders only, so the routine makes no sound at all.
- Returning from an assembly. ASL letters A through D held at chest height.

Response expectations

Teacher directions use very few words. Students respond primarily through nonverbal actions.

- ASL A, B, C or D responses
- One, two, three or four fingers
- Thumbs up or thumbs down
- Nodding or head shaking
- Pointing
- Simple gestures
- Silent observation

External routines must not disrupt other classes in the hallway.

Same Basket or Different

Say two details. Students touch their head for same basket and their shoulders for different baskets.

Examples: growing food and building homes - head. cooking tamales and wagon travel - shoulders.

 Name That Basket

Say three details. Students show A, B, C or D in ASL for the basket name you offer. One round, four choices.

Examples: wagon, moving, new places. A Daily work. B Frontier travel. C Family life. D Weather. Answer B.

 Reason or Way

Say a sentence starter. Students hold up one finger for a reason and two for a way.

Examples: One reason is... one finger. One way this happens is... two fingers.

Administration guardrail

Keep the pace of a Tiny Times lesson brief. Keep teacher cues short and student movements or responses simple. The routine reinforces module content but does not replace any step of the GRADUATE Infinity Learning Cycle.

Teacher Prep - Anchor Charts

Prepare these charts before Day 1. The exact content to draw is written out in full so nothing has to be invented during the lesson.



ANCHOR CHART - Three Baskets - Used on Days 1, 2, 3 and 4

1. Draw three large baskets across the chart.
2. Above them write: Magnify the passage. Collect details. Group them.
3. Inside basket 1 write: Frontier Life.
4. Inside basket 2 write: Daily Work.
5. Inside basket 3 write: Family and Community.
6. Below the baskets write: Each basket becomes a reason topic sentence of my response.



ANCHOR CHART - From Basket to Reason - Used on Days 1, 3 and 5

1. Write four arrows down the chart.
2. Arrow 1: Magnify the text.
3. Arrow 2: Collect details.
4. Arrow 3: Group ideas into baskets.
5. Arrow 4: Turn baskets into reasons.
6. Beside arrow 4 write the model reason: Laura Ingalls Wilder's stories show what frontier travel was like.



ANCHOR CHART - Reason or Way? - Used on Days 1, 2, 3 and 5

1. Draw two columns.
2. Left column heading REASON. Write: answers a WHY prompt; begins with One reason is; often joined with because.
3. Right column heading WAY. Write: answers a HOW prompt; begins with One way is; often joined with through or by.
4. Under both write: The clue word in the prompt decides which word I use.
5. Add the marks: red circle for the topic, yellow box for the charge, green triangle for the clue word.

Dot, Discover, Drop

Use this reading habit before students see the new passage, every module, every time.

Teacher script



“Our passage grows again today. Use Dot, Discover, Drop as you read. Dot any word you are unsure about. Discover what it says or means by reading around it or asking. Drop the dot when you understand it. With a longer passage you may find several new words, and that is exactly what a magnifying reader expects.”

Step	What Students Do
DOT	Place a small dot above any unfamiliar word.
DISCOVER	Find the pronunciation or the meaning.
DROP	Erase the dot once the word is understood.

★ DAILY DECK - Module Slide 2



Dot = I'm not sure about this word yet. Discover it. Drop the dot when you understand it.

Laura Ingalls Wilder

Passage Reference 3 • Reading genre: Nonfiction • Lexile band: 810-1000L • High Stamina - approximately 1,000 words

Before students read

Students use Dot, Discover, Drop as they read. Do not pre-highlight this copy. The paragraph numbers below are the numbers used in every activity, answer key, and exemplar in this module.

- 1** Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.
- 2** When Laura was growing up, much of the American frontier was still being settled. Families often moved to new places hoping to find good land for farming. There were few stores, roads, or towns in many areas. People had to depend on their families and neighbors to help them solve problems. Laura's family worked hard to build homes and create a life on the prairie.
- 3** The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each place offered new opportunities and new challenges. Sometimes the family lived near forests where trees provided wood for homes and fires. Other times they lived on wide grasslands where there were very few trees. Laura experienced many different environments as she traveled with her family.
- 4** Traveling during the late 1800s was not easy. Families often rode in wagons pulled by horses or oxen. Trips could take many days or even weeks. Roads were rough, and travelers sometimes had to cross rivers or travel through bad weather. Families packed only the supplies they needed because there was limited space in their wagons.
- 5** Life on the frontier required hard work every day. Laura and her family helped with many chores around the home. They gathered firewood, cared for animals, planted gardens, and helped prepare meals. Children were expected to contribute to the family by helping with daily tasks. Everyone's work was important to the success of the household.
- 6** Building a home on the frontier often took time and effort. Families sometimes lived in small cabins built from logs. In places where there were few trees, some families built homes from sod, which was made from thick pieces of grass-covered soil. These homes helped protect families from strong winds and cold weather.

Laura Ingalls Wilder (continued)

- 7** Weather often affected life on the prairie. Summers could be hot and dry, while winters could be long and cold. Laura wrote about powerful snowstorms that made travel difficult. Sometimes families stayed inside for days while they waited for storms to pass. The weather could affect crops, animals, and daily activities.
- 8** Even though frontier life could be challenging, Laura also remembered many happy moments. Families celebrated holidays, visited neighbors, and enjoyed spending time together. Laura loved listening to her father play music on his fiddle. She also enjoyed playing games and spending time with her sisters, Mary, Carrie, and Grace.
- 9** Education was important to Laura's family. Laura attended school whenever one was available nearby. However, frontier schools were often small and simple. One teacher might teach students of many different ages in a single classroom. Students learned reading, writing, spelling, and arithmetic. Getting to school sometimes required walking long distances.
- 10** As Laura grew older, she became interested in writing about her experiences. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.
- 11** Laura believed that ordinary people could tell important stories. She wrote about everyday events that helped readers understand the past. Her books described family dinners, school lessons, holiday celebrations, and daily chores. These details helped readers imagine what life was like on the frontier.
- 12** Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.
- 13** The Little House series includes several books that follow Laura as she grows up. Readers learn about the places where her family lived and the challenges they faced. The stories show how families adapted to different environments and worked together to solve problems. Many readers felt connected to Laura because her experiences seemed real and believable.
- 14** Laura's books became popular because they mixed history with storytelling. Readers could learn about the past while enjoying an interesting story. The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.
- 15** Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.

Laura Ingalls Wilder (continued)

- 16** Over the years, Laura's books reached readers around the world. Teachers often used the stories to help students learn about frontier life. Families enjoyed reading the books together because they showed the importance of hard work, determination, and family support.
- 17** Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. Even many years after they were written, her stories help people understand what life was like on the American frontier.
- 18** Through her writing, Laura preserved memories of a time when much of the United States was still being settled. Her stories allow readers to learn about history through the eyes of a child who lived it. Because of her books, people today can better understand the challenges, opportunities, and adventures of frontier life.

Student Annotation Guide - Laura Ingalls Wilder

Tell students what to look for before they mark anything. Annotation is a search with a purpose, not decoration.

- The high stamina passage adds paragraphs about chores, weather, happy moments, education, and the reach of the books. Students should notice that these new paragraphs create whole new baskets.
- C - Character, Concept, Creature: Laura and her sisters Mary, Carrie, and Grace, paragraph 7.
- T - Time: 1867 in paragraph 1 and the phrase late 1800s in paragraph 13.
- S - Scenery and Setting: forests, grasslands, and the prairie in paragraphs 3 and 5.
- A - Actions: gathered firewood, cared for animals, planted gardens, paragraph 4.
- R - Reactions: readers felt connected, paragraph 12, and families enjoyed reading together, paragraph 15.
- K - Key Knowledge: the one-room school detail in paragraph 8 is background a reader needs.
- Highlight the smallest meaningful phrase. Tell students that with this much text, a highlighted phrase should be short enough to say in one breath.

The smallest meaningful phrase

Students highlight the smallest meaningful phrase that carries the evidence. They do not color whole paragraphs. If a student cannot say why a phrase is highlighted, the phrase should not be highlighted.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives, but not limited to adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs, but not limited to them.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs, but not limited to them.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category. This is often referred to as background knowledge.	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

Highlighting colors: T and S are pastel green, R is pastel purple, A and C are pastel yellow, and K is pastel orange.

WHY Prompt Thinking Levels Chart

Read from the bottom up. The clue words in the last column are the words that tell a reader a prompt is asking WHY.

Thinking Level	The Hidden WHY Question	What the Student Can Explain	Clue Words That Signal It
Reflective (Level 5)	Why is it important to everyone?	I can explain the lesson that matters to all readers.	lesson, message, meaning for everyone, why it still matters
Independent (Level 4)	Why is it important to me?	I can explain what I can learn or use in my own life.	teaches, reminds, helps, matters to me, connects
Visible (Level 3)	Why is it important in the passage?	I can explain why it matters inside the text.	important, importance, valuable, necessary, key
Emergent (Level 2)	Why was it done?	I can explain the purpose or the goal.	purpose, wanted, decided, chose, goal, meant to
Foundational (Level 1)	Why did it happen?	I can explain the cause.	because, reason, caused, led to, happened

Relational HOW Prompt Thinking Levels Chart

Read from the bottom up. HOW prompts ask about the way something works or the way parts fit together.

Thinking Level	The Hidden HOW Question	What the Student Can Explain	Clue Words That Signal It
Reflective (Level 5)	What larger relationship does this show?	I can explain how many parts work together as one whole.	connected, works as a whole, fits together, part of something bigger
Independent (Level 4)	What pattern do I notice?	I can explain the pattern I see.	pattern, repeats, shows again, grows, changes over time
Visible (Level 3)	How do the parts work together?	I can explain the relationship between two parts.	compares, contrasts, combines, joins, balances
Emergent (Level 2)	What works together?	I can explain how one thing affects another.	supports, develops, builds, shapes, creates, affects
Foundational (Level 1)	What is connected?	I can explain the connection.	connect, related, linked, matches, involves

Five Stages of Thinking - REASONS Transition Chart

Use these to open the first sentence of each reason. Choose one row and stay in it for the whole response.

Thinking Level	First Reason	Next Reason	Final Reason
Reflective (Level 5)	At first glance, one might notice...	Upon deeper thought, another reason becomes clear...	In the end, the most meaningful reason is...
Independent (Level 4)	Initially, one compelling reason is...	Beyond that, another strong reason is...	Ultimately, the most significant reason is...
Visible (Level 3)	To begin, one important reason is...	Building on that idea, another reason is...	To wrap up, the last reason is...
Emergent (Level 2)	The first reason is...	A second reason is...	The final reason is...
Foundational (Level 1)	One reason...	Another reason is...	The last reason is...

Five Stages of Thinking - WAYS Transition Chart

Use these when the prompt asks HOW. Choose one row and stay in it for the whole response.

Thinking Level	First Way	Next Way	Final Way
Reflective (Level 5)	At first glance...	Upon deeper consideration...	In the end...
Independent (Level 4)	Initially, the clearest example is...	Beyond that...	Ultimately...
Visible (Level 3)	To begin with...	Building on that...	To conclude...
Emergent (Level 2)	The first way this happens is...	A second way is...	Finally, another way is...
Foundational (Level 1)	One way...	Another way is...	The last way is...

Transition Words and Phrases by Thinking Level

Transitions are the seams between reasons. Raise the level only after the structure is secure.

Thinking Level	What Transitions Do at This Level	Transition Words and Phrases
Reflective (Level 5)	Signal insight and broader meaning.	what emerges is; at a deeper level; this pattern shows; ultimately; taken all together
Independent (Level 4)	Show intentional flow and logical progression.	taken together; this connection shows; which leads to; in contrast; in turn
Visible (Level 3)	Clearly connect ideas and explain relationships.	because of this; this suggests that; as a result; for this reason; based on this evidence
Emergent (Level 2)	Begin to show simple relationships.	this shows; this means; one reason is; for example; because of this
Foundational (Level 1)	Link ideas loosely.	and; also; then; because; so; after that; next

Why These Thinking Levels Charts Appear in This Module

Module 3 is where students first write more than one supporting statement, so the REASONS and WAYS transition charts are exactly on task: they give students the language that opens a first, next, and final reason. The general transition-levels chart is included because it raises the connecting language between reasons without changing the required structure. Prompt-word charts are not repeated here because that work was completed in Module 1, and evidence and conclusion charts are held for Module 4 and later clusters.

How to use a Thinking Levels chart

- Find the row that names what a student is already doing.
- Ask the question one row above it.
- Raise word choice only after the structure is secure.
- Reflective is at the top and Foundational is at the bottom in every chart in this guide.

TRACKS Evidence Highlighting

Laura Ingalls Wilder • High Stamina - approximately 1,000 words

Please read before using this page

Highlighted answers may vary. Please do not grade students against this exact highlighting example as their answers will vary based on their connections and understanding of the passage.

Highlighting key

T Time **R** Reactions **A** Actions **C** Character/Concept **K** Key Knowledge
S Scenery/Setting

- 1 **Laura Ingalls Wilder** was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.
- 2 When Laura was growing up, much of the American frontier was still being settled. Families often moved to new places hoping to find good land for farming. There were few stores, roads, or towns in many areas. People had to depend on their families and neighbors to help them solve problems. Laura's family worked hard to build homes and create a life on the prairie.
- 3 The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each place offered new opportunities and new challenges. Sometimes the family lived near forests where trees provided wood for homes and fires. Other times they lived on wide grasslands where there were very few trees. Laura experienced many different environments as she traveled with her family.
- 4 Traveling during the late 1800s was not easy. Families often rode in wagons pulled by horses or oxen. Trips could take many days or even weeks. Roads were rough, and travelers sometimes had to cross rivers or travel through bad weather. Families packed only the supplies they needed because there was limited space in their wagons.
- 5 Life on the frontier required hard work every day. Laura and her family helped with many chores around the home. They gathered firewood, cared for animals, planted gardens, and helped prepare meals. Children were expected to contribute to the family by helping with daily tasks. Everyone's work was important to the success of the household.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 6** Building a home on the frontier often took time and effort. Families sometimes lived in small cabins built from logs. In places where there were few trees, some families built homes from sod, which was made from thick pieces of grass-covered soil. These homes helped protect families from strong winds and cold weather.
- 7** Weather often affected life on the prairie. Summers could be hot and dry, while winters could be long and cold. Laura wrote about powerful snowstorms that made travel difficult. Sometimes families stayed inside for days while they waited for storms to pass. The weather could affect crops, animals, and daily activities.
- 8** Even though frontier life could be challenging, Laura also remembered many happy moments. Families celebrated holidays, visited neighbors, and enjoyed spending time together. Laura loved listening to her father play music on his fiddle. She also enjoyed playing games and spending time with her sisters, Mary, Carrie, and Grace.
- 9** **Education** was important to Laura's family. Laura attended school whenever one was available nearby. However, **frontier schools were often small and simple**. One teacher might teach students of many different ages in a single classroom. Students learned **reading, writing, spelling, and arithmetic**. Getting to school sometimes required **walking long distances**.
- 10** As Laura grew older, she became interested in writing about her experiences. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.
- 11** Laura believed that **ordinary people could tell important stories**. She wrote about everyday events that helped readers understand the past. Her books described **family dinners, school lessons, holiday celebrations, and daily chores**. These details helped readers **imagine what life was like on the frontier**.
- 12** Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.
- 13** The Little House series includes several books that follow Laura as she grows up. Readers learn about the places where her family lived and the challenges they faced. The stories show how families adapted to different environments and worked together to solve problems. Many readers felt connected to Laura because her experiences seemed real and believable.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 14** Laura's books became popular because they **mixed history with storytelling**. Readers could learn about the past while enjoying an interesting story. The books helped people understand how **transportation, farming, education**, and family life were different during **the late 1800s**.
- 15** Laura's storytelling was special because she wrote in a way that **made readers feel as if they were part of the story**. People could picture **the wide fields, the small homes**, and the busy days on the farm. Her books helped children and adults **learn about history through stories**.
- 16** Over the years, Laura's books reached readers around the world. Teachers often used the stories to help students learn about frontier life. Families enjoyed reading the books together because they showed the importance of hard work, determination, and family support.
- 17** **Today**, Laura Ingalls Wilder is **remembered as an important author**. Her books continue to inspire readers and show how **storytelling can keep history alive**. Even many years after they were written, her stories help people understand what life was like on the American frontier.
- 18** Through her writing, Laura **preserved memories** of a time when much of the United States was **still being settled**. Her stories allow readers to learn about history **through the eyes of a child** who lived it. Because of her books, people today can better understand the challenges, opportunities, and adventures of frontier life.

Carmen Lomas Garza

Passage Reference 4 • Reading genre: Nonfiction • Lexile band: 1010-1200L • High Stamina - approximately 1,000 words

Before students read

Students use Dot, Discover, Drop as they read. Do not pre-highlight this copy. The paragraph numbers below are the numbers used in every activity, answer key, and exemplar in this module.

- 1** Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- 2** Growing up in South Texas, Carmen spent time with family members, friends, and neighbors who were part of a close community. She enjoyed family gatherings, holiday celebrations, and special traditions that brought people together. These experiences helped shape the stories she would later tell through her paintings.
- 3** When Carmen was young, she often noticed details that other people might overlook. She paid attention to the foods families prepared, the games children played, and the ways neighbors helped one another. She remembered these moments because they were important parts of everyday life. Years later, she used these memories to create artwork that showed the experiences of many Mexican-American families.
- 4** Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. Family members often gather around a table to prepare the ingredients and wrap the tamales together. While this may seem like a simple activity, it is also an important tradition that helps bring families together.
- 5** Her paintings also show people celebrating birthdays, attending community events, and spending time with relatives. Many of the scenes are based on real memories from her childhood. By painting these moments, Garza helps preserve traditions that have been passed down from one generation to the next.
- 6** These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated. She wanted people to understand that everyday experiences can tell meaningful stories about families and communities. Her artwork reminds viewers that history is not only about famous people or important events. History is also about the daily lives of ordinary people.

Carmen Lomas Garza (continued)

- 7** Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. Viewers may notice smiling faces, busy kitchens, colorful decorations, and families working together. These details help bring the scenes to life.
- 8** In this way, Garza's art works almost like storytelling through pictures. Instead of writing long descriptions, she uses paint to show events and experiences. Each painting captures a moment in time and allows viewers to learn something about the people in the scene.
- 9** Many people enjoy looking at Garza's artwork because it feels familiar and welcoming. Some viewers recognize traditions that are part of their own lives. Others learn about customs and celebrations they may never have experienced before. Her paintings help people appreciate both the similarities and differences that exist among communities.
- 10** Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. She believed it was important for children to see stories that reflected their own experiences and cultures.
- 11** Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations. Readers can learn about holidays, foods, family gatherings, and other customs that are important to many families. Through her stories and illustrations, Garza helps share cultural knowledge with younger generations.
- 12** As Carmen grew older, she continued to develop her artistic skills. She studied art in school and learned new techniques that helped her become a stronger artist. She spent many years practicing and improving her work. Even as she learned new methods, she stayed focused on the memories and experiences that inspired her artwork.
- 13** Garza understood that art can be a powerful way to communicate ideas. People from different backgrounds can look at the same painting and learn something new. Art can help people understand one another and build connections across communities. Garza hoped her work would encourage people to learn about cultures that might be different from their own.
- 14** Museums across the United States have displayed Carmen Lomas Garza's artwork. Visitors of all ages come to see her paintings and learn about the stories they tell. Her artwork has also been featured in schools, libraries, and cultural centers. These displays help introduce new audiences to her work.

Carmen Lomas Garza (continued)

- 15** Teachers often use Garza's paintings to help students learn about culture, history, and community life. Students can study the details in her artwork and discuss what they notice. They may identify traditions, customs, and activities shown in the paintings. This helps students better understand how art can preserve history.
- 16** Garza's work is important because it captures moments that might otherwise be forgotten. Family gatherings, holiday celebrations, neighborhood events, and daily activities are all valuable parts of history. By painting these scenes, she helps ensure that future generations can learn about them.
- 17** Her artwork also encourages people to share their own stories and traditions. Many viewers leave exhibitions thinking about their own family memories and experiences. In this way, Garza's work helps people recognize the importance of preserving their own cultural heritage.
- 18** Today, Carmen Lomas Garza is recognized as an important artist, author, and storyteller. Her paintings and books continue to reach new audiences across the country. People admire her ability to capture everyday moments and transform them into meaningful works of art.
- 19** Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also reminding them of the importance of family, community, and tradition.
- 20** Carmen Lomas Garza's legacy continues to grow as more people discover her artwork. Her paintings show that even the simplest moments can have meaning. By sharing her memories and experiences, she has helped preserve an important part of American history and culture. Her work demonstrates how artists can contribute to cultural heritage by recording stories, traditions, and experiences that might otherwise be lost over time.

Student Annotation Guide - Carmen Lomas Garza

Tell students what to look for before they mark anything. Annotation is a search with a purpose, not decoration.

- The high stamina passage adds paragraphs about South Texas, noticing details, art training, and museums. Students should notice that these give them baskets about learning, about family, and about legacy.
- C - Character, Concept, Creature: Garza in paragraph 1 and the concept of cultural heritage near the end.
- T - Time: 1948 in paragraph 1 and Today in the final paragraphs.
- S - Scenery and Setting: South Texas in paragraph 2 and the family gatherings in paragraph 2.
- A - Actions: noticed, painted, studied, wrote, illustrated, across paragraphs 3 through 12.
- R - Reactions: what viewers imagine and what teachers do, in the later paragraphs.
- K - Key Knowledge: the bilingual books detail and the museum detail.
- Highlight the smallest meaningful phrase. Highlighted answers may vary.

The smallest meaningful phrase

Students highlight the smallest meaningful phrase that carries the evidence. They do not color whole paragraphs. If a student cannot say why a phrase is highlighted, the phrase should not be highlighted.

TRACKS Evidence Highlighting

Carmen Lomas Garza • High Stamina - approximately 1,000 words

Please read before using this page

Highlighted answers may vary. Please do not grade students against this exact highlighting example as their answers will vary based on their connections and understanding of the passage.

Highlighting key

T Time **R** Reactions **A** Actions **C** Character/Concept **K** Key Knowledge
S Scenery/Setting

- 1 **Carmen Lomas Garza** is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- 2 Growing up in South Texas, Carmen spent time with family members, friends, and neighbors who were part of a close community. She enjoyed family gatherings, holiday celebrations, and special traditions that brought people together. These experiences helped shape the stories she would later tell through her paintings.
- 3 When Carmen was young, she often noticed details that other people might overlook. She paid attention to the foods families prepared, the games children played, and the ways neighbors helped one another. She remembered these moments because they were important parts of everyday life. Years later, she used these memories to create artwork that showed the experiences of many Mexican-American families.
- 4 Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. Family members often gather around a table to prepare the ingredients and wrap the tamales together. While this may seem like a simple activity, it is also an important tradition that helps bring families together.
- 5 Her paintings also show people celebrating birthdays, attending community events, and spending time with relatives. Many of the scenes are based on real memories from her childhood. By painting these moments, Garza helps preserve traditions that have been passed down from one generation to the next.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 6 These simple moments may seem ordinary, but Garza believed they were **important parts of culture** and should be remembered and celebrated. She wanted people to understand that **everyday experiences can tell meaningful stories** about families and communities. Her artwork reminds viewers that history is not only about famous people or important events. History is also about the **daily lives of ordinary people**.
- 7 Her artwork uses **bright colors and clear details** to tell stories. When people look at her paintings, they can often **imagine what the people in the picture are doing** and how they feel. Viewers may notice smiling faces, busy kitchens, colorful decorations, and families working together. These details help bring the scenes to life.
- 8 In this way, Garza's art works almost like **storytelling through pictures**. Instead of writing long descriptions, she **uses paint to show events** and experiences. Each painting **captures a moment in time** and allows viewers to learn something about the people in the scene.
- 9 Many people enjoy looking at Garza's artwork because it feels familiar and welcoming. Some viewers recognize traditions that are part of their own lives. Others learn about customs and celebrations they may never have experienced before. Her paintings help people appreciate both the similarities and differences that exist among communities.
- 10 Carmen Lomas Garza has also **written and illustrated children's books**. Many of her books are written in **both English and Spanish** so that more readers can enjoy them. She believed it was important for children to see stories that **reflected their own experiences** and cultures.
- 11 Her books and paintings help people learn about **Mexican-American traditions**, family life, and community celebrations. Readers can learn about **holidays, foods, family gatherings**, and other customs that are important to many families. Through her stories and illustrations, Garza helps share cultural knowledge with **younger generations**.
- 12 As Carmen grew older, she continued to develop her artistic skills. She studied art in school and learned new techniques that helped her become a stronger artist. She spent many years practicing and improving her work. Even as she learned new methods, she stayed focused on the memories and experiences that inspired her artwork.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 13** Garza understood that art can be a powerful way to communicate ideas. People from different backgrounds can look at the same painting and learn something new. Art can help people understand one another and build connections across communities. Garza hoped her work would encourage people to learn about cultures that might be different from their own.
- 14** Museums across the United States have displayed Carmen Lomas Garza's artwork. Visitors of all ages come to see her paintings and learn about the stories they tell. Her artwork has also been featured in schools, libraries, and cultural centers. These displays help introduce new audiences to her work.
- 15** Teachers often use Garza's paintings to help students learn about culture, history, and community life. Students can study the details in her artwork and discuss what they notice. They may identify traditions, customs, and activities shown in the paintings. This helps students better understand how art can preserve history.
- 16** Garza's work is important because it captures moments that might otherwise be forgotten. Family gatherings, holiday celebrations, neighborhood events, and daily activities are all valuable parts of history. By painting these scenes, she helps ensure that future generations can learn about them.
- 17** Her artwork also encourages people to share their own stories and traditions. Many viewers leave exhibitions thinking about their own family memories and experiences. In this way, Garza's work helps people recognize the importance of preserving their own cultural heritage.
- 18** Today, Carmen Lomas Garza is recognized as an important artist, author, and storyteller. Her paintings and books continue to reach new audiences across the country. People admire her ability to capture everyday moments and transform them into meaningful works of art.
- 19** Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also reminding them of the importance of family, community, and tradition.
- 20** Carmen Lomas Garza's legacy continues to grow as more people discover her artwork. Her paintings show that even the simplest moments can have meaning. By sharing her memories and experiences, she has helped preserve an important part of American history and culture. Her work demonstrates how artists can contribute to cultural heritage by recording stories, traditions, and experiences that might otherwise be lost over time.

Day 1

 20 minutes • G - GATHER (3 min) and R - REVEAL (13 min), closing 4 min

Our Overarching Question to be Answered in this Day!

How can a writer find enough ideas to fill a whole response?

G GATHER
Fresh attention hook that connects to what students already know.

R REVEAL
Explicit teaching, modeling, and Auditory Engagement.



★ DAILY DECK - Module Slide 3

Title slide: Reason/Way - The First Branch of the Tree.

GATHER - Sorting Challenge - What Belongs Together?

Grouping: Whole Group

Teacher script



"I am holding up six classroom objects. In fifteen seconds, tell me two groups these could go into. Ready. Go. You just did something writers do every single day.

Yesterday we grew the trunk of our tree - the thesis (central idea), our central idea. But a tree cannot grow tall with only a trunk. It needs branches. Today we are going to learn how to magnify the text and organize ideas into baskets so our branches grow strong."



Informal check for understanding

Ask: What did you use to decide which group each object belonged in?

Expected response: What they had in common. Answers may vary; accept any answer naming a shared feature.



★ DAILY DECK - Module Slide 4

The tree with the trunk labeled and one branch appearing.

REVEAL - Concept explanation, part 1

Teacher script

-  “These branches hold the reasons or ways that support our thesis (central idea), our central idea. Strong readers magnify the text to find important ideas. When writers explain their thinking, they must organize their ideas. We do this by placing similar ideas into buckets or baskets. We read closely and collect details from the passage. Then we place related ideas into the same basket.”

Write this where students can see it

- Trunk - THESIS (CENTRAL IDEA)
- Branch 1 - REASON / WAY
- Magnify - Collect - Group - Name



★ DAILY DECK - Module Slide 5
The magnify-collect-group-name sequence.

REVEAL - Concept explanation, part 2

Teacher script

-  “Let's magnify the passage together. Our prompt is: Explain why Laura Ingalls Wilder's stories help readers understand history. Watch me collect. Families traveling by wagon. Building homes. Growing food. Cold winters. Helping neighbors. That is five details, and I could find more. Now we group these ideas. Traveling by wagon goes with moving to new places, so basket one is Frontier Life. Building homes goes with growing food, so basket two is Daily Work. Helping neighbors goes with families working together, so basket three is Family and Community. Each basket becomes a reason topic sentence of our essay.”

Write this where students can see it

- Details: families traveling by wagon / building homes / growing food / cold winters / helping neighbors
- Basket 1 - Frontier Life
- Basket 2 - Daily Work
- Basket 3 - Family and Community



★ DAILY DECK - Module Slide 6
The model prompt.



★ DAILY DECK - Module Slide 7

The five collected details, listed one at a time.

MODELING - the completed model, thought aloud in front of students

"Watch my thinking as I name a basket. I look at building homes and growing food. I ask myself: what are these both about? They are both jobs that had to be done every day. So I will not name this basket Homes, because that leaves out growing food. I will name it Daily Work, because that name fits both cards. A basket name has to fit everything inside it."

Prompt used in the model: Explain why Laura Ingalls Wilder's stories help readers understand history.

Part of the Model	What the Teacher Shows
Basket 1 - Frontier Life	traveling by wagon; moving to new places
Basket 2 - Daily Work	building homes; growing food
Basket 3 - Family and Community	helping neighbors; working together
Reason statement from Basket 1	One reason is that Laura's stories show what frontier travel was like.



★ DAILY DECK - Module Slide 8

The three empty baskets.



★ DAILY DECK - Module Slide 9

The three baskets filled and named.

★ DAILY DECK - Module Slide 10 - BRAIN BREAK STRETCHING MOMENT

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Basket Toss: pretend to toss three ideas into three baskets, reaching left, center and right. Five rounds.
2. Sort and Squat: squat for details, stand for reasons, as the teacher calls them out. Eight calls.
3. Magnify March: march in place while holding an imaginary magnifying glass, twenty counts.

REVEAL - Auditory Engagement

Give this as a mini-lecture. Every word students are expected to fill in is capitalized in the script.

Teacher script - mini-lecture

☞ *"Listen and fill in the missing word aloud, then write it on your notebook page. Strong readers MAGNIFY the text. Writers COLLECT details before they choose. Details that belong together go in the same BASKET. The name of the basket becomes the REASON. Reasons answer WHY prompts and ways answer HOW prompts."*

Interactive Notebook Fill-In	Completed Student Response
Strong readers _____ the text.	MAGNIFY
Writers _____ details before they choose.	COLLECT
Details that belong together go in the same _____.	BASKET
The name of the basket becomes the _____.	REASON
Reasons answer _____ prompts and ways answer _____ prompts.	WHY / HOW

★ DAILY DECK - Module Slide 11
The five auditory engagement sentences with blanks.

★ DAILY DECK - Module Slide 12
The five auditory engagement sentences with answers.

Auditory Engagement: Listen and Number

HEAR cycle: Hear with a purpose · Extract what matters · Act on it · Retrieve it

Teacher Script (Hear with a purpose)

"I am going to read three different reasons why Carmen Lomas Garza's art is special. Listen carefully and number them in your head based on which one you think should come first, second, or last."

Extract what matters — Listen and Number

Listen for	Number (1-3)
Carmen Lomas Garza was born in Kingsville, Texas, so her art shows the real life of people who live there.	1 2 3
Her paintings use bright colors that make you feel happy and connected to her community.	1 2 3
She uses a technique called collage to combine different materials, which makes her work look like it is moving.	1 2 3

Act on it

Turn to your partner and explain the order you chose for each reason.

Retrieve it

Recall from memory which reason was saved for last because it was the most surprising.

⏸ PAUSE POINT

Pause here. Students who understand are looking back at the passage for a sixth detail rather than stopping at five.

Quick check: Why did we name basket two Daily Work instead of Homes?

Expected answer: Because the name has to fit every card inside the basket, and growing food is not a home.

If students are confused: Hold up the two cards and ask the class to say one word that covers both. Reject any word that only covers one.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to the modeled magnify-and-sort think-aloud and five auditory sentences.	1(E)
Speaking	Students name a possible basket during the hook and answer the pause-point question.	2(F)
Reading	Students read the high stamina Laura Ingalls Wilder passage and locate five details.	3(F)
Writing	Students copy the three baskets and complete five fill-in blanks.	4(D)

** Virtual Classroom Adjustment**

- Use a shared slide with three basket shapes and drag detail text boxes into them live so students watch the sorting happen.
- Hold a real magnifying glass to the camera; the physical object still lands on screen.
- Ask students to type one additional detail from the passage into the chat, then sort the chat list together.
- Send each student a personal copy of the three-basket slide for the independent practice later in the week.
- Check understanding with a two-option poll on the basket-naming question.

The Answer to Our Overarching Question

A writer finds enough ideas by magnifying the passage to collect many details first and then grouping the related ones, because groups of details turn into reasons.

Day 2

 20 minutes • A - ATTEMPT (14 min), opening 3 min, closing 3 min

Our Overarching Question to be Answered in this Day!

How do writers decide which details belong together?

A

ATTEMPT

Supported game or InterActivity with complete student directions.

ATTEMPT - Game: Basket Builder

 Grouping: Small Group of three or four • 14 minutes

Materials for this activity

- One set of fourteen detail cards per group
- Three basket mats or drawn circles
- A gameboard and Pencil Guy markers (optional)
- A Practice Pocket for storing the cards

Student-Facing Pieces



Students cut out the game cards contained in their Interactive Notebooks. Make sure they use sized envelopes or scrap paper to create a Practice Pocket to store their game pieces. Continue to use this game after this lesson is complete as a Forgetting Interrupted Activity.

Student directions - read these to students

1. Sit in a group of three or four with three basket mats in the middle.
2. Spread all fourteen detail cards face up so everyone can read them.
3. Decide together which passage you are sorting first: Laura Ingalls Wilder or Carmen Lomas Garza.
4. Take turns. On your turn, pick one card, read it aloud, and say which basket it belongs in and why.
5. The group agrees or disagrees. If the group disagrees, read the card again and decide together.
6. Move your Pencil Guy marker forward one space on the gameboard after each card your group agrees on.
7. When all seven cards for one passage are placed, name each basket out loud.
8. Check your basket names against the answer key on the Daily Deck. Names may vary; the cards inside must match.
9. Repeat with the second passage.
10. Return all cards to your Practice Pocket.



★ DAILY DECK - Module Slide 13

Game directions, one step per slide for the first six steps.



★ DAILY DECK - Module Slide 14

The fourteen detail cards shown together.

Item	Correct Response
Laura Ingalls Wilder - Basket 1	Frontier travel: traveling by wagon, moving to new places
Laura Ingalls Wilder - Basket 2	Daily survival: growing food, building homes, cold winters
Laura Ingalls Wilder - Basket 3	Family life: helping neighbors, working together
Carmen Lomas Garza - Basket 1	Family traditions: cooking tamales, family celebrations
Carmen Lomas Garza - Basket 2	Community life: visiting neighbors, spending time outside
Carmen Lomas Garza - Basket 3	Storytelling through art: painting everyday life, bright colors, detailed scenes



★ DAILY DECK - Module Slide 15

The three empty baskets for Laura Ingalls Wilder.



★ DAILY DECK - Module Slide 16

The completed Laura Ingalls Wilder sort.



★ DAILY DECK - Module Slide 17

The three empty baskets for Carmen Lomas Garza.



★ DAILY DECK - Module Slide 18

The completed Carmen Lomas Garza sort.

ANSWER KEY



- Laura Ingalls Wilder: Frontier travel - Daily survival - Family life
- Carmen Lomas Garza: Family traditions - Community life - Storytelling through art
- Answers may vary on the basket names. A group whose names differ but whose card groupings match has sorted correctly.



★ DAILY DECK - Module Slide 19

The answer key with the note that basket names may vary.

Required Day Two partner process for prompt analysis

Partner prompt analysis

Mark the red circle with the class, then hand the yellow box and green triangle to partners and let them mark their own copy before you show yours.

1. Mark the red-circle topic with the class.
2. Give partners responsibility for the yellow-box charge.
3. Give partners responsibility for the green-triangle clue words.
4. Let partners mark their own copies.
5. Reveal the teacher model only afterward.

Prompt for this module: Explain how Carmen Lomas Garza's artwork tells stories about family life.



★ DAILY DECK - Module Slide 20

The partner prompt, unmarked.



★ DAILY DECK - Module Slide 21

The partner prompt with the teacher's marks, revealed last.

Cut-apart student cards

Students cut these from the Interactive Notebook and store them in a Practice Pocket.

Detail Card 1 traveling by wagon	Detail Card 2 cold winters
Detail Card 3 growing food	Detail Card 4 building homes
Detail Card 5 moving to new places	Detail Card 6 helping neighbors
Detail Card 7 working together	Detail Card 8 cooking tamales
Detail Card 9 family celebrations	Detail Card 10 visiting neighbors
Detail Card 11 spending time outside	Detail Card 12 painting everyday life
Detail Card 13 bright colors	Detail Card 14 detailed scenes

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to a group member justify a card placement before agreeing.	1(C)
Speaking	Students state a placement and give a reason for it.	2(E)
Reading	Students read fourteen detail cards and check them against the passage.	3(F)
Writing	Students record the three basket names for each passage.	4(C)

Virtual Classroom Adjustment

- Give each breakout room a shared slide with three basket shapes and fourteen draggable text boxes.
- Use breakout rooms of three so every student must speak on each round.
- For the partner prompt marking, share the prompt as an image and let students mark their own copy before the teacher reveals the completed model.
- Groups screenshot their finished sort and post it in the chat for a whole-class comparison.
- Students who have no printed cards can type the card numbers under each basket heading in a shared document.

The Answer to Our Overarching Question

Writers decide which details belong together by asking what the details have in common, and the answer to that question becomes the name of the basket.

Day 3

 20 minutes • D - DISCUSS (8 min) and U - USE AGAIN (10 min), closing 2 min

Our Overarching Question to be Answered in this Day!

Why do organized reasons make writing easier for a reader to follow?

D DISCUSS
Deep-thinking questions with expected student and teacher responses.

U USE AGAIN
Independent application. Always independent.

DISCUSS - Deep understanding discussion

 Grouping: Whole Group • 8 minutes

Teacher script

 "Let's talk about what we noticed. I want to hear your reasoning, not just your answer."

Teacher Question	Possible Student Response	Teacher Response
How did magnifying the passage help us?	It helped us see more ideas.	Yes! Writers must look closely at the text.
Why do we group ideas into baskets?	So the writing stays organized.	Exactly. Organized thinking leads to clear writing.
How do baskets help us write reasons?	The basket becomes the reason.	That's right. Each basket grows into a strong topic sentence.
Compare two groups' basket names. They are different words but the same cards. How can both be correct?	Because the name just has to fit what is inside.	Strong reasoning. The test of a basket name is whether it covers every card, not whether it matches mine.
A student writes two reasons: 'She helped people' and 'She made things better.' Are those two reasons or one? Defend your answer.	One, because they mean almost the same thing.	Yes. Two reasons must be distinct. If one could replace the other, you have one reason written twice.

If a misconception appears

If a group sorts by paragraph number, say: that tells me where you found the detail, not what the detail is about. Then ask them to read two cards from different paragraphs that belong together.

★ DAILY DECK - Module Slide 22
Discussion question 1.

★ DAILY DECK - Module Slide 23
Discussion question 2.

★ DAILY DECK - Module Slide 24
Discussion question 3.

★ DAILY DECK - Module Slide 25
Discussion question 4, the compare question.

★ DAILY DECK - Module Slide 26
Discussion question 5, the defend question, with both sample reasons shown.

★ DAILY DECK - Module Slide 27 - BRAIN BREAK STRETCHING MOMENT

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Branch Balance: hold both arms out level and stand still for fifteen counts.
2. Group Gather: cross both arms over your chest, then open them wide. Ten times.
3. Ankle Circles: lift one foot and draw five circles with your toes, then switch.

USE AGAIN - Build Your Own Baskets

This is an independent activity

Students work alone. Directions sit above the writing space so a third grader can start without asking.

Read the prompt. Magnify the Carmen Lomas Garza passage. Draw three baskets in your notebook. Put at least two details in each basket. Name each basket. Then write one reason statement for each basket.



★ DAILY DECK - Module Slide 28

The independent directions with the three-basket template.



★ DAILY DECK - Module Slide 29

The independent prompt.

Item	Answer Key
Prompt: Explain how Carmen Lomas Garza's artwork tells stories about family life.	Answers may vary. Model baskets: Family cooking traditions; Holiday celebrations; Daily community life.
Reason 1	Answers may vary. Model answer: Garza's paintings show cooking traditions.
Reason 2	Answers may vary. Model answer: Her artwork shows holiday celebrations.
Reason 3	Answers may vary. Model answer: Her paintings show daily family life.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to another group defend a basket name.	1(E)
Speaking	Students defend whether two reasons are distinct.	2(E)
Reading	Students reread the high stamina Carmen Lomas Garza passage to collect details.	3(G)
Writing	Students write three named baskets and three reason statements.	4(F)

Virtual Classroom Adjustment

- Post each discussion question on its own slide and take three answers per question.
- Use a breakout room of three for the defend question, then hear one verdict per room.
- Send the Build Your Own Baskets page as a fillable document with three basket shapes.
- Students submit their three reason statements to the assignment folder before leaving.
- Ask every student to type only their three basket names in the chat so you can compare categories instantly.

The Answer to Our Overarching Question

Organized reasons make writing easier to follow because each basket gives the reader one clear idea at a time instead of a pile of details in no order.

Day 4

 20 minutes • A - AWARD (9 min) and T - TARGET (8 min), closing 3 min

Our Overarching Question to be Answered in this Day!

What does my tree look like now that it has branches?

A AWARD
Celebrate specific evidence of learning.

T TARGET
Identify one evidence-based next goal.

AWARD - Awarding the BEST Parts

Teacher script

 *“You just did something powerful. You took many small ideas and organized them into clear groups. Your tree is growing!”*

1. Students draw three branches on their tree diagram.
2. The first big branch is labeled Reason/Way.
3. Students add smaller branches coming off that one to represent Reason 1, Reason 2, and Reason 3.
4. Students write one basket name on each smaller branch.

 ★ DAILY DECK - Module Slide 30
The branching tree template.

Recognize specific evidence, not vague praise

Name the evidence, not the effort. Say: Diego, your group renamed basket two from Homes to Daily Work so that growing food would fit. That is a writer noticing that a name has to cover everything inside it.

TARGET - Target the next step

Teacher script

 *“Strong learners notice what they are doing well and what they still want to improve. Write one goal that begins: Next time I will.”*

Curiosity questions

- How does grouping ideas help readers understand writing?
- Why do good writers organize ideas before writing?
- What happens if reasons are not organized?



★ DAILY DECK - Module Slide 31

The three curiosity questions.

Student-friendly targets

- Next time I will look for details before writing reasons.
- Next time I will group ideas carefully.
- Next time I will check that each basket has a clear topic.



★ DAILY DECK - Module Slide 32

The sentence stem: Next time I will _____.

My target: Next time I will...

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to praise naming a specific categorization decision.	1(E)
Speaking	Students say one basket name aloud and explain what it covers.	2(D)
Reading	Students reread their own reason statements to check distinctness.	3(G)
Writing	Students write one evidence-based next-step goal.	4(F)



Virtual Classroom Adjustment

- Students draw the branching tree on paper and hold it to the camera.
- Use a shared slide where each student types one basket name they are proud of.
- Award the Strong Branch recognition by name, quoting the student's own basket name.
- Students type their Next time I will goal in a private chat message.
- Save the slide and reopen it at the start of Module 4.

The Answer to Our Overarching Question

My tree now has a trunk that states my thesis (central idea) and a first big branch that holds three distinct reasons, which means my reader can follow one idea at a time.

Day 5

 20 minutes • E - EXPLAIN TO OTHERS (10 min), assessment 8 min, closing 2 min

Our Overarching Question to be Answered in this Day!

How would I teach someone else to create reason baskets?

E

EXPLAIN

Turn and Teach with oral frames.

EXPLAIN TO OTHERS - Turn and Teach

 Grouping: Partners • 10 minutes

Teacher script

 “Turn to a partner and explain how writers create reason baskets. Give all four steps in order and use one example from our passages.”

Student oral frames

- First I _____ the text.
- Then I _____ details.
- Next I group ideas into _____.
- Finally I turn each basket into a _____.
- My basket is named _____ because every card inside it is about _____.
- This is a WHY prompt, so I say reason. This is a HOW prompt, so I say way.

★ DAILY DECK - Module Slide 33
 The six oral frames for Turn and Teach.

Teacher listening focus

Listen for the word common. A student who says 'because they all have something in common' is naming the category rule. A student who says 'because they go together' has not yet.

Sample Turn and Teach response

First I magnify the text. Then I collect details. Next I group ideas into baskets. Finally I turn each basket into a reason. My basket is named Family traditions because every card inside it is about something Garza's family did together, like cooking tamales and celebrating holidays.

The ECR Writing Process Poem

Use army chant style. The teacher reads one line and students repeat it. Point at the first branch on the line Show them proof called evidence.

Read with prosody, leave some tracks.
Shape the prompt and answer back.
Write the thesis (central idea), then convince-
Show them proof called evidence.
Bring together - signals find,
From the text and from my mind!
Relate it to all who read.
Let my writing meet a need!



★ DAILY DECK - Module Slide 34

The Writing Process Poem printed in full.



★ **DAILY DECK - Module Slide 35 - BRAIN BREAK STRETCHING MOMENT**

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Category Clap: clap once for same basket, twice for different, as the teacher names pairs. Six pairs.
2. Side Stretch: reach one arm over your head and lean, hold for five, then switch.
3. Silent Jumping Jacks: ten jacks with no sound at all.

 Exit Ticket - Module 3

Prompt: Explain why Laura Ingalls Wilder's books continue to inspire readers.

1. List three details from the passage that could answer this prompt.
2. Group two of those details into one basket.
3. Name the basket.
4. Write one reason statement using the basket name.
5. Write one sentence explaining why your two details belong together.



★ DAILY DECK - Module Slide 36

The exit ticket prompt.

EXIT TICKET ANSWER KEY

- Answers may vary. Model details: her stories show real experiences; readers can picture the prairie; families read the books together.
- Answers may vary. Model basket contents: her stories show real experiences and readers can picture the prairie.
- Answers may vary. Model basket name: Bringing the past to life.
- Answers may vary. Model reason: One reason is that Laura's books bring the past to life for readers.
- Answers may vary. Model explanation: Both details are about helping a reader imagine something that already happened.
- Grading note: this exit ticket has five components. Each of the five components is worth 20 points, for a total possible score of 100 points.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to a partner give all four steps in order.	1(E)
Speaking	Students teach the four-step process using the oral frames.	2(E)
Reading	Students reread the passage to find three details for an unfamiliar prompt.	3(F)
Writing	Students write a named basket and a reason statement independently.	4(F)

Virtual Classroom Adjustment

- Breakout rooms of two for Turn and Teach with the six frames posted in each room.
- Ask one pair to demonstrate the four steps for the whole class after the breakout.
- Deliver the exit ticket as a five-field form so each part scores separately.
- Students without printed passages use the digital copy and the highlight tool to mark their three details.
- Read the Writing Process Poem with everyone unmuted for the repeat lines.

The Answer to Our Overarching Question

I would teach someone else to create reason baskets by telling them to magnify the text, collect details, group the ideas into baskets, and then turn each basket name into a reason.

Low, Medium, and High Exemplars

Students were given the prompt 'Explain how Carmen Lomas Garza's artwork tells stories about family life' and asked to write three reason statements from three baskets.

Low Exemplar

Student Response

Reason 1: Garza paints. Reason 2: Garza paints families. Reason 3: Garza paints good pictures.

What Is Working

The student produced three separate statements and stayed on the topic of the prompt.

What Needs Improvement

The three reasons are not distinct. Reason 1 and Reason 2 say the same thing, and Reason 3 is an opinion rather than a category drawn from the passage.

Teacher Notes

Give this student six detail cards and two baskets. Rebuild one basket at a time and require a name that covers both cards before writing anything.

Medium Exemplar

Student Response

Reason 1: Garza's paintings show cooking traditions. Reason 2: Her artwork shows holidays. Reason 3: She uses bright colors.

What Is Working

The first two reasons are distinct and drawn from the passage, and each names a real category.

What Needs Improvement

Reason 3 is about how she paints rather than what her artwork shows, so it does not sit under the same thesis (central idea) as the first two.

Teacher Notes

Ask: does reason 3 answer the same prompt as reasons 1 and 2? Then have the student either rewrite it or move it to a different thesis (central idea).

High Exemplar

Student Response

Reason 1: Garza's paintings show family cooking traditions. Reason 2: Her artwork shows holiday celebrations. Reason 3: Her paintings show ordinary community life.

What Is Working

All three reasons are distinct, all three come from different parts of the passage, and all three support the same thesis (central idea) about family life.

Teacher Notes

This student is ready for the Master Basket Challenge. Ask for a fourth reason and then ask which of the four is weakest and why.

Exemplar engagement activity

1. Display all three sets of reasons on the Daily Deck.
2. Partners decide which set would be easiest for a reader to follow.
3. Ask: which set has three reasons that are truly different from one another?
4. Ask each pair to defend their choice using the word distinct.
5. Expected observation: the strongest set has three reasons that could not be swapped for one another, and each one comes from a different part of the passage.

Assessment Opportunities

✓ Informal Assessment

Purpose	To check, during the sort, whether students justify a card placement by what the detail is about.
Who administers it	The classroom teacher, while circulating during ATTEMPT on Day 2.
Materials	The fourteen detail cards and the three basket mats.
Task	Ask a student to place 'visiting neighbors' and say why.
Expected response	Community life, because it is about being with people outside the family home.

ANSWER KEY



- The correct basket is Community life.
- Answers may vary on wording. Accept any justification naming what the detail is about rather than where it was found.

✓ Formative Assessment

Purpose	To measure whether students can independently build three distinct, named baskets and write a reason statement for each.
Who administers it	The classroom teacher. Students work independently.
Materials	The Build Your Own Baskets page and the high stamina Carmen Lomas Garza passage.
Related TEKS breakout	11B(iii) and 12B(i)

Scoring guidance

- 1 point per basket that contains at least two details that belong together.
- 1 point per basket that carries a name covering every detail inside it.
- 1 point per reason statement written as a complete sentence.
- 1 point overall if the three reasons are distinct from one another.
- 10 points total. 8 or more indicates readiness for Module 4 without additional support.

Answers may vary.

Embedded Checks for Understanding

Teacher Asks	Students Do	Expected Response	Common Incorrect Response	Teacher Response
What do writers do before they choose their reasons?	Answer aloud.	Magnify the passage and collect many details.	Pick the first idea they think of.	Model out loud: I have three details, but let me find two more before I decide.
What has to be true of a basket name?	Turn and tell a partner.	It has to fit every card inside it.	It has to sound good.	Put one card in the basket that the name does not cover and ask whether the name still works.
Are 'She helped people' and 'She made things better' one reason or two?	Hold up one or two fingers.	One - they are the same idea twice.	Two, because they are two sentences.	Ask whether one sentence could replace the other. If yes, it is one reason.
What word do we use for a HOW prompt: reason or way?	Say the word aloud.	Way.	Reason.	Point to the Reason or Way anchor chart and reread the clue-word line together.
Where must every basket point back to?	Point to the anchor chart.	The thesis (central idea).	The passage.	Trace a finger from a branch down the trunk while saying: every branch must grow from this.

Student Support for Quick Reference

Possible Learner Needs Within This Module	High-Leverage Support That Preserves the Rigor
Student puts every detail in one basket.	Reduce to six cards and two baskets and name one basket for the student. The student still names the second and still sorts.
Student sorts by paragraph number.	Hand the student two cards from different paragraphs that clearly belong together and ask what they have in common.
Emergent bilingual student can sort but cannot name the category.	Offer three candidate names and ask which one covers all the cards. Choosing a name is still categorization.
Student writes reasons that repeat one another.	Ask the student to cover reason 1 and reread reason 2. If nothing new appears, one must change.
Student collects only two or three details.	Set a timer for ninety seconds and require five more details before any sorting begins.
Student finishes three baskets in four minutes.	Ask for a fourth basket, then ask which of the four is weakest and why. Judging is harder than generating.

Teacher Resource

Teach BIG Writing Conference App

Conference prompts, next-step language and record-keeping for the learner needs listed above.

Intervention - Guided Basket Sort

 **Time needed: 12 minutes**

Teacher script - read this to your intervention group

 *"We are going to sort with two baskets today instead of three, because two is enough to learn the move. Read the card out loud, then ask yourself one question: does this belong with the first basket or the second one? If you think it fits both, put it in the middle and we will decide together. Sorting is thinking, so I want to hear your reason every single time you place a card."*

Purpose	To rebuild categorization with fewer cards and fewer baskets for students who cannot yet group ideas.
Group size	Small group of three to five
Time needed	12 minutes
Materials	Six detail cards; Two basket mats; The high stamina Carmen Lomas Garza passage
Relevant TEKS breakout	11B(iii)
Relevant ELPS	1(C) Listening; 3(F) Reading

Step-by-step directions

1. Place two basket mats in front of the group.
2. Name basket one aloud: Family traditions. Leave basket two unnamed.
3. Give each student one detail card and have them read it aloud.
4. Students place their card in basket one or basket two and say one sentence about why.
5. When all six cards are placed, ask the group to name basket two.
6. Students explain their choices to the group using the frame provided.
7. Each student writes one reason statement using a basket name.

Sentence frames and thinking clues

- My card says _____.
- It belongs in the _____ basket because _____.
- Basket two should be named _____ because every card in it is about _____.
- One reason is that _____.

Scaffolded practice items and answer key

Practice Item	Answer Key
cooking tamales	Family traditions
family celebrations	Family traditions
visiting neighbors	Community activities
spending time outside	Community activities
holiday meals with relatives	Family traditions
neighborhood gatherings	Community activities

Intervention Reassessment

Teacher script - read this before the reassessment



"Your turn. Take these four new cards, put each one into a basket, and then write one sentence that names what your basket shows about family life in Carmen Lomas Garza's world. One good sentence tells me more than four sorted cards, because the sentence is where the thinking shows."

Task: Place four new cards into the two baskets and write one reason statement.

Prompt or reason: Explain how Carmen Lomas Garza shows what family life is like.

- making dinner together - Family traditions
- birthday parties - Family traditions
- playing outside with friends - Community activities
- a neighborhood fair - Community activities
- Answers may vary. Model reason: One reason is that Garza's paintings show family traditions.

Readiness to return to core instruction: A student who places all four cards correctly and writes a reason using a basket name is ready to return to core instruction. A student who misplaces one card repeats step 4 with two more cards.

Enrichment - Master Basket Challenge

 **Time needed: 15 minutes**

Teacher script - read this to your enrichment group

 *“Your baskets are already accurate, so today you build baskets big enough to hold both authors. A basket that only fits Wilder is too small. A basket that only fits Garza is too small. Build three that hold details from both writers, and be ready to defend why each one earns the name you gave it.”*

Purpose	To move students who already sort accurately into building categories across two texts.
Group size	Independent, then presented to a partner
Time needed	15 minutes
Materials	Both high stamina passages; Large paper; The REASONS and WAYS transition charts
Relevant TEKS breakout	11B(iii), 12B(ii)
Relevant ELPS	2(E) Speaking; 4(F) Writing

Rigor safeguard for this extension

The student is not sorting more cards. The student is building categories that must hold true for two different texts at once, which requires abstraction rather than matching.

Prompt: Explain how Laura Ingalls Wilder and Carmen Lomas Garza both help people understand everyday life.

Explicit directions

1. Read both high stamina passages.
2. Collect at least four details from each passage.
3. Create three baskets that each hold details from BOTH passages.
4. Name each basket.
5. Write one reason statement for each basket.
6. Open each reason with a different transition from the REASONS chart.
7. Explain to a partner why each basket works for both authors.

EXEMPLAR RESPONSE

- Basket 1 - Family life: helping neighbors (Wilder); family celebrations (Garza).
- Basket 2 - Daily work: growing food (Wilder); cooking tamales (Garza).
- Basket 3 - Cultural traditions: holiday celebrations (Wilder); Mexican-American traditions (Garza).
- Answers may vary. Model reason with a Level 4 transition: Initially, one compelling reason is that both authors show what families did together every day.

☆ Enrichment Share

Teacher script - read this before students share

 *"Show your partner your three baskets and name each one out loud. Then ask them which basket they would have built differently, and listen to their whole answer before you reply. You are not defending your work here. You are finding out whether your categories are clear to somebody who did not build them."*

The student presents the three baskets to a partner and must name one basket the partner would have built differently, and say why that version would also work.

Additional Writing Opportunity - Plan and Draft

Prompt

Explain how Laura Ingalls Wilder helped readers picture daily life on the prairie.

Connection to this module

Module 2 wrote a thesis (central idea) for a WHY prompt about Carmen Lomas Garza. This prompt is a HOW prompt about Laura Ingalls Wilder, so students build the trunk again and then add the first branch. Doing both in one sitting shows students that the tree is one growing structure, not four separate assignments, and that a HOW prompt grows ways where a WHY prompt grows reasons.

Planning support

1. Write a thesis (central idea) for this prompt at the top. It is a HOW prompt, so your thesis (central idea) names a way, not a reason.
2. Magnify the high stamina passage and list at least six details.
3. Draw three baskets and sort your details.
4. Name each basket with the way it shows, not a reason.

Drafting space

Teacher Resource

Teach BIG Writing Conference App

Use it to record a two-minute conference on this draft and to set the writer's next step.

Additional Writing Opportunity - Revise, Edit, and Share

Revising - the Cluster 2 revising focus

- ☐ Read your three ways aloud. Could any one replace another? If so, change one. (11C(i))
- ☐ Open each way with a different transition from the WAYS transition chart. (11C(ii))
- ☐ Check that every way still supports your thesis (central idea). (11C(i))

Editing - the Cluster 2 editing focus

- ☐ Every way is a complete simple sentence. (11D(i))
- ☐ Singular nouns are correct. (11D(vi))
- ☐ Plural nouns such as stories, families, and homes are spelled correctly. (11D(vii))
- ☐ Common nouns such as wagon and prairie are lowercase unless they begin a sentence. (11D(viii))
- ☐ Proper nouns such as Laura Ingalls Wilder are capitalized. (11D(ix))
- ☐ Words follow grade-appropriate spelling patterns. (11D(xxx))
- ☐ High-frequency words are spelled correctly. (11D(xxxii))

Sharing and Publishing

Offer students a real audience. Any of these options works for this module.

- Partner reading: read your three reasons and let your partner name which basket each came from.
- Author's chair: three students read their strongest reason to the class.
- Gallery walk: post the three-basket pages and let students place a sticky note on any basket name that covers its cards perfectly.
- Class anthology: bind the strongest reason from every student into a Reasons We Found booklet.
- Digital classroom post: photograph the baskets and post them to the class stream so families can see the sorting.

Additional Writing Opportunity - Resources

Teacher Resource

Extra Revision & Editing Tools

Here are some additional Teach BIG resources that complement this Plan, Revise, Edit, and Share lesson:

- Revising and Editing Daily Slides
- Editing and Revision Daily Teacher Lesson Plans
- Editing and Revision Daily Student Interactive Workbooks

At Home Connection

Purpose

At Home Connection extends the module beyond the classroom through short, conversation-based experiences. Students explain what they learned to someone at home, connect the learning to everyday life, look for examples of the skill in the world around them, and do a small amount of authentic writing. These are not long assignments. Each card is designed to take a few minutes and to end in a conversation rather than a worksheet.

Two more low-material features worth adding

Feature	How It Works
Signature strip	Every card carries one short signature line at the foot. A family member signs to show the conversation happened. No writing is required from the adult, which keeps the workload on the conversation rather than on paperwork.
Two-week card pocket	Send all three cards home in one envelope at the start of the module and let families choose the order. Families with a busy Tuesday can do the card on Thursday, and nothing is late. Staple the envelope inside the Interactive Notebook so it does not get lost.

Cut the three cards apart on the following pages. Two cards go to the whole class. The third is the same assignment with more language support built in.

At Home Connection - Task Cards 1 and 2

At Home Connection - Task Card 1

Sort and Name

TEKS: 11B(iii), 12B(i)

- Choose one drawer, shelf or box at home.
- Sort what is inside into three groups. Give each group a name that fits everything in it.
- Write your three group names. Then write one sentence telling why one name fits every item in its group.

Talk about it at home

Ask them: how do you decide where things belong when you put them away?

Family member signature

At Home Connection - Task Card 2

Three Different Reasons

TEKS: 11B(iii), 11C(ii)

- Pick a place your family knows well.
- Write three reasons people like it. Make all three reasons different from one another.
- Read them to someone at home and ask if any two say the same thing. If they do, change one.

Talk about it at home

Ask them: which of my three reasons is the strongest, and why that one?

Family member signature

At Home Connection - Task Card 3

Purpose of this version - teacher information only

Teacher note. Task Card 3 is a scaffolded version of the same assignment, built to give an emerging bilingual student more language support. It supplies oral rehearsal before writing, a word bank, a sentence frame, a drawing option, and permission to discuss the task in the home language before answering in English. The student-facing card looks and reads like any other card in the set and never labels the student. Hand it out the same way you hand out the others.

At Home Connection - Task Card 3

Two Baskets First

TEKS: 11B(iii), 12B(i)

- Word bank: group, sort, basket, name, reason, together.
- Say the frame out loud twice: These things belong together because they are all _____.
- Sort six things at home into just two groups, not three.
- You may draw the two groups and label them instead of writing sentences. Talking it through at home in any language first is encouraged.

Talk about it at home

Ask them: what do these things have in common? Say it in one word if you can.

Family member signature _____

Student Tracking Sheet - Module 3

Students rate themselves and then give their proof. A rating without proof is a guess.

I Can Track	My Rating (circle one)	My Proof
I can magnify a passage to find many details.	Not Yet / Almost / Yes	
I can put details that belong together in the same basket.	Not Yet / Almost / Yes	
I can name a basket so the name fits every detail inside it.	Not Yet / Almost / Yes	
I can write three reasons that are different from each other.	Not Yet / Almost / Yes	
I can check that every reason supports my thesis (central idea).	Not Yet / Almost / Yes	

Five ways to make this tracking sheet come alive

1. Basket gallery: students post one named basket on the wall and rate row three only after a classmate confirms the name covers every card.
2. Distinctness check: partners read each other's three reasons and cross out any pair that says the same thing; row four is rated after the check, not before.
3. Weekly graph: students color one square for each row rated Yes and watch the bar grow across the four modules of the cluster.
4. Reason of the week: the class votes on one student reason to post under the tree anchor chart, and the writer explains which row of the tracker made it possible.
5. Portfolio evidence: students staple the tracker to their three-basket page so the rating and the proof travel together into the portfolio.

Teacher Closure Script

Read this aloud to close the module



“This week you grew the first branch. You learned that writers magnify a passage to collect many details before choosing any of them. You learned that details that belong together go into the same basket, and that the name of the basket becomes your reason or your way. You learned that reasons must be distinct, so one cannot simply replace another. And you kept every mark we have used since week one: the noun or topic in a red circle, the verb or charge in a yellow box, the clue word in a green triangle, and evidence and proof in yellow. So here is our answer to the big question: a writer turns a pile of details into reasons a reader can follow by magnifying, collecting, grouping, and then naming, because the name of the basket is the reason. Next week we grow the evidence branch.”

Module Essential Question, answered

Question: How does a writer turn a pile of details into reasons a reader can follow?

Answer: A writer turns a pile of details into reasons a reader can follow by magnifying the passage to collect many details, grouping the related ones into baskets, and then naming each basket, because the name of the basket becomes the reason or way statement.

Teacher Reflection - Module 3

These questions are specific to this module. Write enough that you can act on it next year.

Which part of the magnify-collect-group-name sequence produced the strongest student understanding?

How many groups sorted by paragraph location rather than by topic, and what will you add to the modeling to prevent that?

What evidence showed you that students understood that a basket name must cover every card inside it?

Which two detail cards caused the most disagreement, and was the disagreement productive?

Which discussion question produced the strongest student reasoning about distinctness?

Which students still need the Guided Basket Sort before Module 4?

Which students are ready for the Master Basket Challenge?

Did the high stamina passage change how students collected details compared with last week's medium passage?

What should you carry forward into Module 4 about how this class judges whether two ideas are really different?

Is there an area where you should ask a fellow teacher, coach, or expert for support?

Teacher Notes

This page is for lesson internalization, observations, student evidence, and next-step planning. Use it for what you notice during the week: misconceptions worth reteaching, students needing support, students ready for extension, ideas for the next lesson, and questions to revisit.

Teacher Artifacts of Effectiveness

Five artifacts you could collect from this module to demonstrate complete implementation and instructional effectiveness.

- A student's Build Your Own Baskets page showing three named baskets and three reason statements, paired with the Day 5 exit ticket.
- A photograph of the Three Baskets anchor chart with the class's own basket names added.
- A Student Interactive Notebook sample showing the five auditory engagement fill-ins from Day 1.
- A photograph or short video of one small group playing Basket Builder at the moment they rename a basket to fit a card.
- Two exit tickets from the same student, one from Module 2 and one from Module 3, annotated to show growth from one sentence to three organized reasons.

MODULE

4

Evidence - The Second Branch of the Tree

Week 4 • Very High Stamina • approximately 1,500 words

THE WRITING ACADEMY LLC • GRADE 3 • CLUSTER 2 • ECR INFORMATIVE

Module 4: Evidence - The Second Branch of the Tree

Week 4 • Very High Stamina - approximately 1,500 words

A Little Inspiration Goes a Long Way!

Evidence is where students prove that their thinking is rooted in the text. When students learn to support their ideas with clear proof, their writing becomes stronger, clearer, and more convincing.

Why this module matters

This module matters because a reason without proof is only an opinion. Students learn that evidence must prove the specific reason it sits under, not merely come from the same passage. They learn the CSI habit - Connect to the prompt, Support the thesis (central idea), Infer more ideas - as the way to organize proof. By the end of the week students can take a reason they wrote themselves, find the sentence in the passage that proves it, and explain what that sentence shows. This is the module where the whole cluster becomes one connected response.

Module Essential Question

How does a writer prove that a reason is true?

Parent Communication

Purpose

Families are partners in this work, and partnership only happens when families know what is going on. This page exists so that every family has three things: a clear picture of what their child is learning this week, real questions they can ask at the dinner table, and one or two simple things they can do together that need no materials and no preparation. Nothing here is homework for the family. It is an invitation to talk. When a child explains the week's learning to someone at home, the learning gets stronger, and the family gets to see the thinking that usually stays inside the classroom.

How to send it

Copy the letter in the language each family prefers, or send both. The conversation starters and the family activities are the same in either language, so a family reading the Spanish letter and a child reading the English page are still talking about the same thing.

Parent Letter - English

Dear Families,

This week your child finishes Cluster 2 with Module 4, Evidence - The Second Branch of the Tree. Everything from the last three weeks comes together in one piece of writing.

The skill is proof. Your child is learning that a reason without evidence is only an opinion, and that evidence has to prove the particular reason it sits under, not merely come from the same page. We use a three-step habit called CSI: Connect to the question, Support the central idea with the proof, and Infer what the proof shows. That third step is the one children skip, and it is the one that turns a quotation into thinking.

We are reading the fullest versions of our two true stories. The Laura Ingalls Wilder passage now includes her parents Charles and Caroline, travel by covered wagon, farming and harvests, the severe season she later called the Long Winter, and the publication of her first book in 1932. The Carmen Lomas Garza passage now includes her formal art training, her bilingual children's books, and the museums that display her work today.

The writing skill this week is developing an engaging idea with relevant details, TEKS 11B(iii). In revising we are deleting details that do not prove the point and adding the missing explanation. In editing we are practicing past and future verb tense and comparative and superlative adjectives, words like stronger and strongest.

Ask your child to make a claim about something at home and then prove it. If they can tell you what their proof shows, and not just what it says, they have finished this cluster well.

With appreciation,

Your child's teacher - The Writing Academy LLC

Carta para las Familias - Español

Estimadas familias:

Esta semana su hijo o hija termina el Grupo 2 con el Módulo 4, Evidencia: La Segunda Rama del Árbol. Todo lo de las últimas tres semanas se junta en un solo trabajo escrito.

La destreza es la prueba. Su hijo o hija está aprendiendo que una razón sin evidencia es solo una opinión, y que la evidencia tiene que probar la razón específica que apoya, no solo venir de la misma página. Usamos un hábito de tres pasos que llamamos CSI: Conectar con la pregunta, Sostener la idea central con la prueba, e Inferir lo que la prueba demuestra. Ese tercer paso es el que los niños se saltan, y es el que convierte una cita en pensamiento.

Leemos las versiones más completas de nuestras dos historias reales. El texto de Laura Ingalls Wilder ahora incluye a sus padres Charles y Caroline, los viajes en carreta cubierta, la siembra y la cosecha, la temporada severa que ella llamó el Invierno Largo, y la publicación de su primer libro en 1932. El texto de Carmen Lomas Garza ahora incluye su formación artística, sus libros infantiles bilingües y los museos que exhiben su obra hoy.

La destreza de escritura de esta semana es desarrollar una idea interesante con detalles relevantes, TEKS 11B(iii). Al revisar quitamos detalles que no prueban el punto y agregamos la explicación que falta. Al editar practicamos el tiempo pasado y futuro y los adjetivos comparativos y superlativos, palabras como más fuerte y el más fuerte.

Pídale a su hijo o hija que diga algo sobre la casa y que lo pruebe. Si puede decirle lo que su prueba demuestra, y no solo lo que dice, terminó este grupo muy bien.

Con aprecio,

El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What does CSI stand for? Teach me all three parts.
- Make a claim about our family and then prove it with evidence.
- What is the difference between what your evidence says and what it shows?
- What was the Long Winter, and why did Laura write about it?
- Why did Carmen Lomas Garza write books in both English and Spanish?
- Looking back at the whole month, which part of writing got easier for you?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Prove It at Dinner

Each person makes one claim about the day, such as today was a good day, and then gives one piece of proof and one sentence saying what the proof shows. Three minutes.

Photo Evidence

Look at one family photograph together. Ask your child what the photo proves about your family and what it shows that it does not say. This is exactly the Garza lesson.

Lesson Overview

Module 4, Evidence - The Second Branch of the Tree, teaches students to select evidence that proves the reason it supports. The week moves from the difference between a claim and its proof, to the CSI framework, to matching evidence cards with reason cards, to writing an independent CSI response. Students work from the very high stamina Laura Ingalls Wilder and Carmen Lomas Garza passages and produce a matched reason-and-evidence set plus a written CSI response in the Interactive Notebook.

TEKS Correlations

Breakout	Student Expectation	Where It Is Taught and Practiced in This Module
11B(i)	Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.	Distributed. The full response written this week begins with the thesis (central idea) from Module 2.
11B(iii)	Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.	The new skill of the cluster, taught directly. Relevance is the entire criterion for selecting evidence.
12B(i)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.	Every piece of evidence must support the same central idea.
12B(ii)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	CSI is the informative craft move students practice all week.
12B(iii)	Compose informational texts, including brief compositions that convey information about a topic, using genre characteristics and craft.	Day 5 additional writing asks for a full thesis (central idea)-reason-evidence response.
11C(iii-iv)	Revise drafts by adding or deleting ideas to improve coherence.	Day 5 revising: students delete evidence that does not prove its reason and add the missing Infer sentence.
11D(iii), (v), (x), (xi)	Edit drafts using past verb tense, future verb tense, comparative adjectives, and superlative adjectives.	Day 5 editing checklist, applied to the CSI response.

ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	Days 1, 3, 4 and 5
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Days 2, 3 and 5
2(F)	Speaking	Respond to Information	restate, ask questions about, or respond to information during formal and informal classroom interactions	Day 1
3(F)	Reading	Comprehension: Monitor and Adjust	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Days 1, 2 and 5
3(G)	Reading	Comprehension: Responding to Text	demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions	Days 3 and 4
4(D)	Writing	Language Structures / Syntax	write using a variety of grade-appropriate sentence lengths and types and connecting words	Day 1
4(F)	Writing	Discourse / Composition	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3, 4 and 5
4(E)	Writing	Conventions	write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	Day 5

ELPS Linguistic Accommodations

The purpose of these linguistic accommodations is to maintain the full rigor of each module's writing goal while providing multilingual learners with a level-appropriate path to success. These supports are designed to change how a student demonstrates and grows their thinking, rather than lowering the academic expectations.

Level	Language Objective
Pre-Production	Point to specific details in the passage that support the thesis (central idea)
Beginning	Name short phrases from the text that serve as evidence for the thesis (central idea)
Intermediate	Write simple sentences using words from the passage to prove the thesis (central idea) with evidence
High Intermediate	Explain how a piece of evidence supports the thesis (central idea) by writing a sentence and adding a reason
Advanced	Compare different pieces of evidence and justify which one best proves the thesis (central idea)

Stating the objective for students

- Students at the pre-production level will point to specific details in the passage that support the thesis (central idea)
- Students at the beginning level will name short phrases from the text that serve as evidence for the thesis (central idea)
- Students at the intermediate level will write simple sentences using words from the passage to prove the thesis (central idea) with evidence
- Students at the high intermediate level will explain how a piece of evidence supports the thesis (central idea) by writing a sentence and adding a reason
- Students at the advanced level will compare different pieces of evidence and justify which one best proves the thesis (central idea)

ELPS woven into intervention

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Following Directions	follow oral directions with accuracy	Intervention, after Day 3
3(F)	Reading	Comprehension: Monitor and Adjust	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Intervention, after Day 3

ELPS woven into enrichment

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Enrichment, Day 3 onward
4(F)	Writing	Discourse / Composition	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, Day 3 onward

Learning Destination

Module learning objective

Students will select evidence from the passage that proves a stated reason and will write a response using CSI to connect, support, and infer.

I Will statements

- I will read my reason before I look for evidence.
- I will find proof in the passage that matches my reason.
- I will connect my proof to the prompt.
- I will infer what my proof shows.

I Can statements

- I can tell the difference between a reason and evidence.
- I can find evidence that proves a specific reason.
- I can explain why my evidence matches my reason.
- I can use CSI to write a response.

★ DAILY DECK - Module Slide 1



The I Will and I Can statements for this module, so students see the week's target before anything else.

Success criteria

- ☐ The evidence comes from the passage and can be located by paragraph number.
- ☐ The evidence proves the exact reason it sits under, not a different reason.
- ☐ The response contains all three CSI moves: Connect, Support, Infer.

Evidence that will demonstrate mastery

- The Write a CSI Response page on page 338 shows a completed CSI response with all three moves.
- The Day 5 exit ticket on page 345 shows evidence selected for an unfamiliar reason, with a paragraph number and an Infer sentence.
- A student who writes an Infer sentence that says something the passage never stated directly has demonstrated mastery.

Rigor Safeguard

You may narrow the search: give a student two candidate sentences instead of the whole passage, or name the paragraph to look in. You may not choose the evidence for the student and you may not supply the Infer sentence. The student must still judge which proof matches and must still say what it shows.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate a sentence in the passage that relates to the reason.	Supported. The paragraph may be named for students who need it.	The copied sentence appears in the passage word for word.
Inferential	Explain what the evidence shows about the reason.	Modeled Day 1, guided Day 2, independent Day 3.	The Infer sentence says something the passage does not say directly.
Evaluative	Judge between two accurate pieces of evidence and choose the one that proves the reason.	Partner work Day 2, independent Day 5.	The student rejects true-but-irrelevant evidence and can say why.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Accurate evidence is relevant evidence.	A teacher may accept any true sentence from the passage as proof of any reason.	Read the reason and the evidence together as one idea. If the pair does not make sense aloud, the evidence is off target.
CSI means three sentences in a fixed order.	A teacher may mark a response wrong because the Connect move appears in the same sentence as the Support move.	Check for the three moves, not for three sentences. What matters is that the reader is told where the proof came from, what it says, and what it shows.
The Infer sentence is optional if the evidence is strong.	A teacher may accept a response that stops at the quotation.	Ask the reader's question: so what does that show? If the page does not answer it, the response is not finished.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The longest quotation is the best evidence.	The student copies a whole paragraph.	Ask the student to underline the shortest part that still proves the reason, then copy only that.
Repeating the reason is the same as inferring.	The Infer sentence says the reason over again in new words.	Give the frame This shows that, and require the sentence to name something the passage never said in those words.
Evidence just has to come from the right passage.	The student picks a favorite sentence rather than a matching one.	Offer two candidate sentences and ask which one proves this reason. Turn the search into a choice.

Tier 1 Vocabulary

Everyday words used within this module. These are common words students likely recognize, but they appear frequently in the passages and the lesson.

Teacher script - introducing Tier 1 vocabulary

 *“Time for our Tier 1 words. Tier 1 words are the everyday words that already belong to you. Proof. Show. Match. This week those three little words do heavy work, because finding proof and making it match your reason is the whole job. Say each word with me, then tell your partner one thing you could prove right now about this classroom.”*

Word	Student-Friendly Meaning	Oral Rehearsal Frame
proof	Something that shows an idea is true.	My _____ comes from the passage.
show	To let someone see something.	This sentence _____s that _____.
match	To go together correctly.	My evidence must _____ my reason.
find	To discover where something is.	I _____ my proof in paragraph _____.
copy	To write something exactly as it appears.	I _____ the sentence from the passage.
true	Correct; not made up.	Evidence must be _____.
mean	To have a certain meaning.	This _____s that _____.
strong	Powerful; hard to argue against.	_____ evidence proves my reason.
build	To put parts together.	I _____ my answer piece by piece.
paragraph	A group of sentences about one idea.	My proof is in _____ 3.
wagon	A vehicle with wheels pulled by animals.	Families traveled by _____.
picture	An image that shows something.	Her _____s tell stories.

Tier 2 Vocabulary

Academic knowledge vocabulary needed to accomplish this lesson.

Teacher script - introducing and rehearsing Tier 2 words



"These are academic thinking words that help us understand questions and explain answers. Say infer with me: in-FUR. Infer means I figured it out even though the passage did not say it in those words. Turn to your partner and infer one thing about Laura's family from what you read."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
evidence	Proof taken straight from the passage.	My _____ is _____.
support	To hold up or prove an idea.	This evidence _____s my reason.
quote	Words copied exactly from a text.	I used a _____ from paragraph _____.
textual evidence	Proof that comes from the words of the text.	My _____ comes from paragraph _____.
details	Small pieces of information in a text.	The _____ prove my point.
relevant	Closely connected to the idea being proved.	This evidence is _____ because _____.
connect	To join one idea to another.	I _____ my proof to the prompt.
infer	To figure out something the text does not say directly.	I can _____ that _____.
claim	A statement a writer is trying to prove.	My _____ is my thesis (central idea).
significance	Why something matters.	The _____ of this proof is _____.
thesis (central idea)	The sentence that gives your answer to the prompt.	All my evidence supports my thesis (central idea).
coherence	The quality of ideas holding together.	Deleting an unrelated detail improves _____.

+ Teacher Resource

Teach BIG Academic Vocabulary Companion App

Additional practice and assessment for the Tier 2 academic words listed above.

Tier 3 Vocabulary

Passage-specific and concept-specific vocabulary. The third column gives pronunciation support for oral rehearsal.

Teacher script

☞ *“These words are connected specifically to the historical topics in our passages. When we understand them, the passage becomes easier to understand.”*

Word	Student-Friendly Meaning	Say It This Way
oxen	Strong cattle used to pull heavy loads.	OK-sen
covered wagon	A wagon with a cloth top used for long journeys.	KUV-erd WAG-un
drought	A long period with very little rain.	drowt
Long Winter	The name given to a season of severe storms Laura wrote about.	long WIN-ter
perseverance	Continuing to try even when something is hard.	per-suh-VEER-uns
adaptations	Versions of a story made for television, film, or another form.	ad-ap-TAY-shuns
translated	Changed into another language.	TRANS-lay-ted
symbolic	Standing for something larger than itself.	sim-BOL-ik
cultural heritage	The traditions and history a group passes down.	KUL-cher-ul HAIR-i-tij
preserve	To keep something safe so it is not lost.	pre-ZERV
influential	Having the power to affect others.	in-floo-EN-shul
documented	Recorded so it can be remembered.	DOK-yoo-men-ted

Background Knowledge and Teacher Context Knowledge

Student background knowledge needed before instruction

- Students can shape a prompt and name its type.
- Students can write a thesis (central idea) with all three parts.
- Students can group details into baskets and write reason statements.
- Students learned in Cluster 1 that evidence comes from the text and explanation comes from the writer.

Teacher context knowledge - what you need to understand more deeply than the student

- Relevance, not accuracy, is the criterion. A true sentence that does not prove the stated reason is not evidence for that reason.
- CSI is not three sentences by law; it is three moves. Connect names what the passage is doing, Support gives the proof, and Infer says what it shows.
- The Infer move is where third graders most often stop. Watch for responses that end at Support and treat that as the single most common gap of the week.
- Students will want to copy long stretches of text. A short precise quotation with a clear inference outperforms a paragraph copied whole, and students need to hear that said plainly.
- This is the module where the whole tree is visible at once. Expect some students to lose the thesis (central idea) while concentrating on evidence; ask them to reread their trunk before every new branch.

Educator Preparation & Materials to Gather

Teacher materials

- Teacher Guide
- Daily Deck
- Laura Ingalls Wilder passage, very high stamina
- Carmen Lomas Garza passage, very high stamina
- Tree anchor chart from previous modules
- Evidence cards from the passages
- Reason baskets from Module 3
- CSI cue cards
- Chart paper
- Markers: red, yellow, and green
- Answer keys, exit tickets, intervention and enrichment materials

Student materials

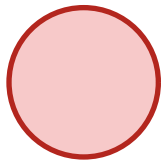
- Student Interactive Notebooks
- Colored pencils
- TRACKS highlighting colors: green, purple, yellow, orange
- Reason cards and evidence cards cut from the Interactive Notebook
- Gameboard (optional) and student markers - Pencil Guy
- Scissors for the cut-apart cards
- A Practice Pocket for storing game pieces

Preparation before Day 1

1. Post every anchor chart from Modules 1, 2, and 3 so the whole tree is visible at once.
2. Draw the CSI anchor chart before Day 1.
3. Copy the very high stamina passages, one set per student. Expect this to be the longest reading of the cluster.
4. Cut one demonstration set of the four reason cards and four evidence cards.
5. Load the Daily Deck and confirm all 37 slides for Module 4 are in order.
6. Have a magnifying glass available again; it links this week back to Module 3.
7. No copying is necessary when students are using the Writing Academy Student Interactive Workbook.

Marker consistency

The required prompt-analysis markers are red, yellow, and green. Red circle marks the topic. Yellow box marks the charge. Green triangle marks the clue words.



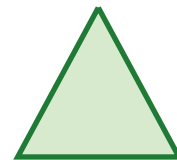
TOPIC

Noun of Importance



CHARGE

Verb of Importance



CLUE

WHAT / WHY / HOW

Red circle = Noun of Importance • Yellow box = Verb of Importance • Green triangle = clue words

Timing and Transition Overview

Each daily lesson runs approximately 20 minutes. The middle column gives the exact minutes for the GRADUATE stages taught that day.

 **Total instructional time: 100 minutes across five days, approximately 20 minutes per day.**

Day	Stage Minutes	GRADUATE Stage or Stages	Transition Minutes	What Happens
Day 1	 3 + 13	GATHER + REVEAL	4	Evidence introduced and the CSI habit modeled.
Day 2	 3 + 14	ATTEMPT	3	Evidence Grab matching game with reason and evidence cards.
Day 3	 8 + 10	DISCUSS + USE AGAIN	2	Discussion, then an independent CSI response.
Day 4	 9 + 8	AWARD + TARGET	3	Leaves on the evidence branch and one next goal.
Day 5	 10 + 8	EXPLAIN TO OTHERS	2	Turn and Teach, exit ticket, and the additional writing opportunity.

Tiny Times Transition

Purpose

Tiny Times Transitions are zero-material, extremely brief learning routines designed to keep students mentally connected to module content during transition periods. They work as review, quick retrieval practice, a lesson introduction, observation practice, connection-making, scavenger-hunt-style thinking, or preparation for an upcoming passage or concept.

Internal transitions - students stay in the room

- While partners put the reason and evidence cards back in the Practice Pocket.
- While the class puts away colored pencils and gets ready for math.

External transitions - students are moving

- Walking to lunch. Nodding or head shaking only.
- Lining up at dismissal. One, two or three fingers held quietly at the chest.

Response expectations

Teacher directions use very few words. Students respond primarily through nonverbal actions.

- ASL A, B, C or D responses
- One, two, three or four fingers
- Thumbs up or thumbs down
- Nodding or head shaking
- Pointing
- Simple gestures
- Silent observation

External routines must not disrupt other classes in the hallway.

Proves It or Not

Read a reason, then a sentence. Students nod if the sentence proves the reason and shake their head if it does not.

Examples: Reason: Garza shows family traditions. Sentence: families make tamales at the holidays. Nod. Sentence: she was born in 1948. Shake.

 C, S or I

Read one sentence from a CSI response. Students show one, two or three fingers for Connect, Support or Infer.

Examples: The passage describes how families lived. One. It says they traveled by wagon. Two. This shows what daily life was like. Three.

 Find the Proof Point

Name a reason. Students point up if the proof is near the beginning of the passage, forward if it is in the middle, down if it is near the end.

Examples: Laura's family moved often. Up. Her books reached readers around the world. Down.

Administration guardrail

Keep the pace of a Tiny Times lesson brief. Keep teacher cues short and student movements or responses simple. The routine reinforces module content but does not replace any step of the GRADUATE Infinity Learning Cycle.

Teacher Prep - Anchor Charts

Prepare these charts before Day 1. The exact content to draw is written out in full so nothing has to be invented during the lesson.



ANCHOR CHART - The CSI Habit - Used on Days 1, 2, 3 and 5

1. Write the heading: The CSI Habit.
2. Write C and beside it: CONNECT to the prompt.
3. Write S and beside it: SUPPORT my thesis (central idea).
4. Write I and beside it: INFER more ideas.
5. Under the three letters write the model: The passage describes how families lived. It explains that families traveled by wagon and built homes on the prairie. This helps readers understand what daily frontier life was like.
6. Label the three sentences C, S, and I in the margin.



ANCHOR CHART - Reason to Evidence to Explanation - Used on Days 1, 2 and 4

1. Write three boxes connected by arrows.
2. Box 1: REASON - my idea, written in green.
3. Box 2: EVIDENCE - proof from the text, highlighted in yellow.
4. Box 3: EXPLANATION - what the proof shows, written in red.
5. Beneath write: Evidence must prove THIS reason, not just come from the same passage.



ANCHOR CHART - Strong Evidence Test - Used on Days 2, 3 and 5

1. Write the heading: Strong Evidence Test - ask three questions.
2. 1. Is it in the passage? Can I point to the paragraph?
3. 2. Does it prove THIS reason, or just this topic?
4. 3. Did I say what it shows, or did I stop after the quotation?
5. At the bottom write: If I cannot answer all three with yes, I need different evidence or one more sentence.

Dot, Discover, Drop

Use this reading habit before students see the new passage, every module, every time.

Teacher script



“This is our longest passage of the cluster. Use Dot, Discover, Drop the whole way through. Dot any word you are unsure about. Discover what it says or means. Drop the dot when it belongs to you. A long passage does not mean a hard passage. It means more places to find proof.”

Step	What Students Do
DOT	Place a small dot above any unfamiliar word.
DISCOVER	Find the pronunciation or the meaning.
DROP	Erase the dot once the word is understood.

★ DAILY DECK - Module Slide 2



Dot = I'm not sure about this word yet. Discover it. Drop the dot when you understand it.

Laura Ingalls Wilder

Passage Reference 3 • Reading genre: Nonfiction • Lexile band: 810-1000L • Very High Stamina - approximately 1,500 words

Before students read

Students use Dot, Discover, Drop as they read. Do not pre-highlight this copy. The paragraph numbers below are the numbers used in every activity, answer key, and exemplar in this module.

- 1** Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin. When Laura was a little girl, her family moved many times as they searched for places to live and farm. They traveled by wagon and lived in small homes on the prairie. Life was often difficult, but Laura remembered many adventures and experiences that later became the basis for her famous books.
- 2** When Laura was growing up, much of the United States was still being settled. Families moved west in search of land and opportunities. Many people believed they could build better lives by moving to new areas. However, life on the frontier required courage, determination, and hard work. There were few towns, stores, or roads in many places. Families often had to build everything they needed themselves.
- 3** Laura's parents were Charles and Caroline Ingalls. Laura often called her father "Pa" and her mother "Ma" in her books. Pa was known for his adventurous spirit and willingness to move to new places. Ma worked hard to care for the family and create a comfortable home wherever they lived. Laura also had sisters named Mary, Carrie, and Grace. The family remained close and depended on one another throughout many challenges.
- 4** The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each move brought new experiences. Sometimes they lived near forests where trees provided wood for building homes and fires. Other times they lived on wide grasslands where the horizon seemed to stretch forever. Laura learned to adapt to different environments and ways of life.
- 5** Traveling during the late 1800s was very different from traveling today. Families often rode in covered wagons pulled by horses or oxen. Roads were rough, and some areas had no roads at all. Travelers crossed rivers, traveled through mud, and faced changing weather conditions. A journey that takes only a few hours today might have taken days or weeks during Laura's childhood.

Laura Ingalls Wilder (continued)

- 6** Life on the frontier required constant work. Families could not simply visit a store whenever they needed something. Instead, they often made many items themselves. They grew food, sewed clothing, built furniture, and repaired tools. Every family member had responsibilities. Children helped with chores and learned skills that would help them as adults.
- 7** Laura often wrote about the importance of farming. Families planted crops such as corn, wheat, and vegetables. The success of a harvest could determine whether a family had enough food for the winter. Farmers watched the weather carefully because droughts, floods, insects, and storms could damage crops. Growing food required patience and effort throughout the year.
- 8** The Ingalls family sometimes faced difficult conditions. One challenge was dealing with harsh weather. Winters on the prairie could be extremely cold. Snowstorms sometimes lasted for days and made travel impossible. Families stayed inside their homes and depended on stored food and firewood to survive until conditions improved.
- 9** Laura later wrote about a series of severe winter storms that became known as the Long Winter. During this time, trains carrying supplies could not reach the town because of deep snow. Food became scarce, and families had to be careful about how much they used each day. These experiences showed how important planning and preparation were for frontier families.
- 10** The prairie itself was both beautiful and challenging. Laura described endless grasslands filled with wildflowers and wildlife. She enjoyed watching animals and exploring nature. At the same time, prairie fires, blizzards, and other natural events could create dangerous situations. People had to learn how to live with the environment around them.
- 11** Education was important to Laura's family. Laura attended school whenever one was available nearby. Frontier schools were often simple one-room buildings. Students of different ages learned together in the same classroom. A single teacher might teach reading, writing, spelling, arithmetic, geography, and history to all students.
- 12** Getting to school was not always easy. Some children walked long distances each day. Weather conditions sometimes made travel difficult. Despite these challenges, many families believed education was important because it helped children prepare for the future.
- 13** Laura enjoyed learning, but she also understood the responsibilities of helping her family. Children on the frontier often balanced schoolwork with chores. Before and after school, they might help feed animals, gather wood, carry water, or assist with farm work.

Laura Ingalls Wilder (continued)

- 14** Family life was an important part of Laura's childhood. Even though frontier life was difficult, families found ways to enjoy time together. Laura loved listening to Pa play his fiddle. Music, storytelling, and games helped families relax after long days of work. Holidays and special celebrations brought communities together and created lasting memories.
- 15** Neighbors often depended on one another for help. When a family needed assistance building a barn, harvesting crops, or caring for someone who was sick, neighbors frequently worked together. Cooperation helped communities survive and grow. Laura learned the importance of helping others and being part of a strong community.
- 16** As Laura grew older, she continued to remember the experiences of her childhood. Many years later, she decided to write about them. She wanted readers to understand what life had been like on the frontier. Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors. She also wrote about challenges such as cold winters, long journeys, crop failures, and hard work.
- 17** Laura's writing was different from many history books. Instead of simply listing facts, she told stories from a child's point of view. Readers could experience events alongside Laura and her family. This approach made history feel more personal and easier to understand.
- 18** Her first Little House book was published in 1932. More books followed, creating the popular Little House series. The books told stories about Laura's life from early childhood through young adulthood. Readers enjoyed following her adventures and learning about life during the late 1800s.
- 19** The Little House books became popular because they combined historical information with engaging storytelling. Readers learned about transportation, farming, education, family life, and frontier communities while enjoying interesting stories. Many people felt connected to Laura because she faced challenges, made mistakes, and learned important lessons.
- 20** Teachers often used Laura's books to help students learn about American history. The stories provided details about daily life that were not always included in textbooks. Students could better understand what it was like to travel by wagon, attend a one-room school, or live without modern technology.
- 21** Over time, the books became famous around the world. They were translated into many languages and introduced new generations of readers to frontier life. Television programs and other adaptations also helped share Laura's stories with larger audiences.

Laura Ingalls Wilder (continued)

- 22** Laura's storytelling was special because she helped readers picture the past. People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores. Her descriptions helped bring history to life.
- 23** Readers often admired the values shown in the books. Hard work, perseverance, responsibility, and family support were important themes throughout the series. Laura's stories showed how people could overcome difficulties by working together and remaining hopeful.
- 24** Today, Laura Ingalls Wilder is remembered as one of America's most important children's authors. Her books continue to inspire readers of all ages. Even though the events took place more than a century ago, the stories still connect with modern readers because they focus on family, determination, and personal growth.
- 25** Historians, teachers, and students continue to study Laura's work because it provides a window into the past. Her books help readers understand how geography, weather, transportation, and community shaped life on the American frontier.
- 26** Through her writing, Laura preserved memories of a time when much of the United States was still developing. Her stories allow people today to learn about history through the experiences of someone who lived it. Because of her books, generations of readers have been able to explore the challenges, opportunities, and adventures of frontier life.
- 27** Laura Ingalls Wilder's legacy continues to live on through her stories. Her books remind readers that history is not only about important events and famous leaders. It is also about ordinary families who worked hard, faced challenges, and built communities. By sharing her experiences, Laura helped keep an important part of American history alive for future generations.

Student Annotation Guide - Laura Ingalls Wilder

Tell students what to look for before they mark anything. Annotation is a search with a purpose, not decoration.

- The very high stamina passage adds paragraphs about Laura's parents, wagon travel, farming, the Long Winter, the prairie, and the reach of the books. Students should notice how many more candidates for evidence now exist.
- C - Character, Concept, Creature: Charles and Caroline Ingalls and the sisters, paragraph 3.
- T - Time: February 7, 1867 in paragraph 1 and the late 1800s in the later paragraphs.
- S - Scenery and Setting: the log cabin, the forests, the grasslands, and the prairie.
- A - Actions: traveled, planted, harvested, wrote, published.
- R - Reactions: readers admired the values shown; teachers used the books.
- K - Key Knowledge: the Long Winter and the 1932 publication date are background a reader needs.
- Highlight the smallest meaningful phrase. With a passage this long, tell students to highlight only what they could actually use as proof.

The smallest meaningful phrase

Students highlight the smallest meaningful phrase that carries the evidence. They do not color whole paragraphs. If a student cannot say why a phrase is highlighted, the phrase should not be highlighted.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives, but not limited to adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs, but not limited to them.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs, but not limited to them.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category. This is often referred to as background knowledge.	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

Highlighting colors: T and S are pastel green, R is pastel purple, A and C are pastel yellow, and K is pastel orange.

WHY Prompt Thinking Levels Chart

Read from the bottom up. The clue words in the last column are the words that tell a reader a prompt is asking WHY.

Thinking Level	The Hidden WHY Question	What the Student Can Explain	Clue Words That Signal It
Reflective (Level 5)	Why is it important to everyone?	I can explain the lesson that matters to all readers.	lesson, message, meaning for everyone, why it still matters
Independent (Level 4)	Why is it important to me?	I can explain what I can learn or use in my own life.	teaches, reminds, helps, matters to me, connects
Visible (Level 3)	Why is it important in the passage?	I can explain why it matters inside the text.	important, importance, valuable, necessary, key
Emergent (Level 2)	Why was it done?	I can explain the purpose or the goal.	purpose, wanted, decided, chose, goal, meant to
Foundational (Level 1)	Why did it happen?	I can explain the cause.	because, reason, caused, led to, happened

Relational HOW Prompt Thinking Levels Chart

Read from the bottom up. HOW prompts ask about the way something works or the way parts fit together.

Thinking Level	The Hidden HOW Question	What the Student Can Explain	Clue Words That Signal It
Reflective (Level 5)	What larger relationship does this show?	I can explain how many parts work together as one whole.	connected, works as a whole, fits together, part of something bigger
Independent (Level 4)	What pattern do I notice?	I can explain the pattern I see.	pattern, repeats, shows again, grows, changes over time
Visible (Level 3)	How do the parts work together?	I can explain the relationship between two parts.	compares, contrasts, combines, joins, balances
Emergent (Level 2)	What works together?	I can explain how one thing affects another.	supports, develops, builds, shapes, creates, affects
Foundational (Level 1)	What is connected?	I can explain the connection.	connect, related, linked, matches, involves

Evidence Citation Stems by Thinking Level

Use the left column to introduce the source and the middle column to bring in the proof. The right column is where the thinking happens.

Thinking Level	Introduce the Source	Bring in the Evidence	Tie It to the Reason
Reflective (Level 5)	The passage as a whole shows...	Across the passage, the author repeats...	Taken together, this proves that...
Independent (Level 4)	The text establishes that...	Consider the moment when...	This pattern strengthens the idea that...
Visible (Level 3)	The text indicates that...	Specifically, the author writes...	This detail supports the idea that...
Emergent (Level 2)	According to the passage...	In paragraph __, the author writes...	This suggests that... This reveals that...
Foundational (Level 1)	The text says... The author says...	For example... One part shows...	This shows... This proves... This means...

Five Levels of Thinking for Significant Inferencing

This chart supports the I in CSI. An inference says something the passage did not state in those words.

Thinking Level	What the Thinking Does	Grade 3 Sentence Stems	Grade 3 Example from Our Passages
Reflective (Level 5)	States a lasting truth for everyone.	This reminds us... People can learn... The larger lesson is...	This reminds us that ordinary days become history when someone writes them down.
Independent (Level 4)	Connects the idea to the reader's life.	This teaches me... I can learn... This connects to my life because...	This teaches me that the small things my family does are worth remembering.
Visible (Level 3)	Explains why it matters inside the passage.	This is important because... This is meaningful because...	This is important because it shows why readers can picture the prairie so clearly.
Emergent (Level 2)	Explains the purpose behind the detail.	The author wanted to... The purpose was...	Garza wanted people to see that a family meal can be a tradition.
Foundational (Level 1)	Restates what the evidence says.	This shows... This means...	This shows that families traveled by wagon.

Ways to Explain a Piece of Evidence - Grade 3 Starters

Cluster 1 introduced Definition and Story. These five are the Grade 3 forms. More types are added in later clusters.

Type	How to Explain It	Grade 3 Model Explanation
Story	Tell a short moment that shows what the evidence means.	This means that every holiday, the whole family gathered in one kitchen to make tamales together.
Cause and Effect	Tell what the evidence caused or what caused it.	This means that because roads were rough, a short trip could take a whole day.
Comparison	Show how the evidence is like or unlike something else.	This means that unlike a history book full of dates, Laura's stories let a reader stand in the room.
Example	Add one specific detail that builds on the evidence.	This means the reader can see the wide fields, the small homes, and the busy days on the farm.
Definition	Say plainly what the evidence shows.	This means that families had to make or grow almost everything they needed.

Why These Thinking Levels Charts Appear in This Module

Module 4 is the evidence module, so the Evidence Citation Stems chart is directly on task: it gives students progressively stronger ways to introduce and tie proof. The Significant Inferencing chart supports the I of CSI, which is exactly where third graders stop. The DEEP FACTS chart is included in its Grade 3 form because students are beginning to say what evidence shows, and Definition and Story are the two moves they already met in Cluster 1. Prompt, thesis (central idea), and transition charts are not repeated here; that work is complete.

How to use a Thinking Levels chart

- Find the row that names what a student is already doing.
- Ask the question one row above it.
- Raise word choice only after the structure is secure.
- Reflective is at the top and Foundational is at the bottom in every chart in this guide.

TRACKS Evidence Highlighting

Laura Ingalls Wilder • Very High Stamina - approximately 1,500 words

Please read before using this page

Highlighted answers may vary. Please do not grade students against this exact highlighting example as their answers will vary based on their connections and understanding of the passage.

Highlighting key

T Time **R** Reactions **A** Actions **C** Character/Concept **K** Key Knowledge
S Scenery/Setting

- 1 **Laura Ingalls Wilder** was a writer who shared stories about her childhood on the American frontier. She was born **on February 7, 1867**, in a small log cabin **near Pepin, Wisconsin**. When Laura was a little girl, her family moved many times as they searched for places to live and farm. They **traveled by wagon** and lived in small homes on the prairie. Life was often difficult, but Laura remembered many adventures and experiences that later became the basis for her famous books.
- 2 When Laura was growing up, **much of the United States was still being settled**. Families **moved west in search of land** and opportunities. Many people believed they could build better lives by moving to new areas. However, life on the frontier required **courage, determination, and hard work**. There were few towns, stores, or roads in many places. Families often had to build everything they needed themselves.
- 3 Laura's parents were **Charles and Caroline Ingalls**. Laura often called her father "Pa" and her mother "Ma" in her books. Pa was known for his adventurous spirit and willingness to move to new places. Ma worked hard to care for the family and create a comfortable home wherever they lived. Laura also had sisters named **Mary, Carrie, and Grace**. The family remained close and **depended on one another** throughout many challenges.
- 4 The Ingalls family moved several times during Laura's childhood. They lived in **Wisconsin, Kansas, Minnesota, Iowa, and South Dakota**. Each move brought new experiences. Sometimes they lived near forests where trees provided wood for building homes and fires. Other times they lived on **wide grasslands** where the horizon seemed to stretch forever. Laura learned to adapt to different environments and ways of life.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 5 Traveling during the late 1800s was very different from traveling today. Families often rode in **covered wagons pulled by horses or oxen**. **Roads were rough**, and some areas had no roads at all. Travelers crossed rivers, traveled through mud, and faced changing weather conditions. A journey that takes only a few hours today might have taken days or weeks during Laura's childhood.
- 6 Life on the frontier required constant work. Families could not simply visit a store whenever they needed something. Instead, they often made many items themselves. They grew food, sewed clothing, built furniture, and repaired tools. Every family member had responsibilities. Children helped with chores and learned skills that would help them as adults.
- 7 Laura often wrote about the importance of farming. Families planted crops such as corn, wheat, and vegetables. The success of a harvest could determine whether a family had enough food for the winter. Farmers watched the weather carefully because droughts, floods, insects, and storms could damage crops. Growing food required patience and effort throughout the year.
- 8 The Ingalls family sometimes faced difficult conditions. One challenge was dealing with harsh weather. Winters on the prairie could be extremely cold. Snowstorms sometimes lasted for days and made travel impossible. Families stayed inside their homes and depended on stored food and firewood to survive until conditions improved.
- 9 Laura later wrote about a series of severe winter storms that became known as the Long Winter. During this time, trains carrying supplies could not reach the town because of deep snow. Food became scarce, and families had to be careful about how much they used each day. These experiences showed how important planning and preparation were for frontier families.
- 10 **The prairie** itself was both beautiful and challenging. Laura described **endless grasslands filled with wildflowers** and wildlife. She enjoyed watching animals and exploring nature. At the same time, **prairie fires, blizzards**, and other natural events could create dangerous situations. People had to learn how to **live with the environment** around them.
- 11 **Education** was important to Laura's family. Laura attended school whenever one was available nearby. Frontier schools were often **simple one-room buildings**. Students of different ages learned together in the same classroom. A single teacher might teach **reading, writing, spelling, arithmetic**, geography, and history to all students.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 12** Getting to school was not always easy. Some children walked long distances each day. Weather conditions sometimes made travel difficult. Despite these challenges, many families believed education was important because it helped children prepare for the future.
- 13** Laura enjoyed learning, but she also understood the responsibilities of helping her family. Children on the frontier often balanced schoolwork with chores. Before and after school, they might help feed animals, gather wood, carry water, or assist with farm work.
- 14** **Family life** was an important part of Laura's childhood. Even though frontier life was difficult, families found ways to enjoy time together. Laura loved listening to Pa play his fiddle. Music, storytelling, and games helped families relax after long days of work. Holidays and special celebrations brought communities together and created lasting memories.
- 15** **Neighbors** often depended on one another for help. When a family needed assistance building a barn, harvesting crops, or caring for someone who was sick, neighbors frequently worked together. Cooperation helped communities survive and grow. Laura learned the importance of helping others and being part of a strong community.
- 16** As Laura grew older, she continued to remember the experiences of her childhood. Many years later, she decided to write about them. She wanted readers to understand what life had been like on the frontier. Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors. She also wrote about challenges such as cold winters, long journeys, crop failures, and hard work.
- 17** Laura's writing was different from many history books. Instead of simply listing facts, she told stories from a child's point of view. Readers could experience events alongside Laura and her family. This approach made history feel more personal and easier to understand.
- 18** Her first Little House book was published in 1932. More books followed, creating the popular Little House series. The books told stories about Laura's life from early childhood through young adulthood. Readers enjoyed following her adventures and learning about life during the late 1800s.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 19** The Little House books became popular because they combined historical information with engaging storytelling. Readers learned about transportation, farming, education, family life, and frontier communities while enjoying interesting stories. Many people felt connected to Laura because she faced challenges, made mistakes, and learned important lessons.
- 20** Teachers often used Laura's books to help students learn about American history. The stories provided details about daily life that were not always included in textbooks. Students could better understand what it was like to travel by wagon, attend a one-room school, or live without modern technology.
- 21** Over time, the books became famous around the world. They were translated into many languages and introduced new generations of readers to frontier life. Television programs and other adaptations also helped share Laura's stories with larger audiences.
- 22** Laura's storytelling was special because she helped readers picture the past. People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores. Her descriptions helped bring history to life.
- 23** Readers often admired the values shown in the books. Hard work, perseverance, responsibility, and family support were important themes throughout the series. Laura's stories showed how people could overcome difficulties by working together and remaining hopeful.
- 24** Today, Laura Ingalls Wilder is remembered as one of America's most important children's authors. Her books continue to inspire readers of all ages. Even though the events took place more than a century ago, the stories still connect with modern readers because they focus on family, determination, and personal growth.
- 25** Historians, teachers, and students continue to study Laura's work because it provides a window into the past. Her books help readers understand how geography, weather, transportation, and community shaped life on the American frontier.
- 26** Through her writing, Laura preserved memories of a time when much of the United States was still developing. Her stories allow people today to learn about history through the experiences of someone who lived it. Because of her books, generations of readers have been able to explore the challenges, opportunities, and adventures of frontier life.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 27** Laura Ingalls Wilder's legacy continues to live on through her stories. Her books remind readers that history is not only about important events and famous leaders. It is also about ordinary families who worked hard, faced challenges, and built communities. By sharing her experiences, Laura helped keep an important part of American history alive for future generations.

Carmen Lomas Garza

Passage Reference 4 • Reading genre: Nonfiction • Lexile band: 1010-1200L • Very High Stamina - approximately 1,500 words

Before students read

Students use Dot, Discover, Drop as they read. Do not pre-highlight this copy. The paragraph numbers below are the numbers used in every activity, answer key, and exemplar in this module.

- 1** Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- 2** Growing up in South Texas, Carmen was surrounded by family traditions and community celebrations. She spent time with relatives, neighbors, and friends who gathered for holidays, birthdays, and other special occasions. These experiences became an important part of her childhood. Although she may not have realized it at the time, many of these memories would later appear in her paintings.
- 3** As a young girl, Carmen enjoyed observing the world around her. She noticed the colors, sounds, and activities that filled each day. She watched family members prepare meals, tell stories, and work together. She saw children playing outside and neighbors visiting one another. These everyday moments helped her understand the importance of family and community.
- 4** Carmen also enjoyed drawing from an early age. She often used art to express her thoughts and ideas. As she grew older, she continued practicing and developing her artistic skills. She learned that art could be used to tell stories and share experiences with others.
- 5** When Carmen became an artist, she decided to focus on subjects that were meaningful to her. Instead of painting famous people or large historical events, she chose to paint scenes from everyday life. She believed that ordinary experiences were important and deserved to be remembered.
- 6** Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. Family members often gather around a table to prepare ingredients, wrap tamales, and spend time together. While this activity may seem simple, it represents an important tradition shared by many families.

Carmen Lomas Garza (continued)

- 7** Her artwork also includes scenes of children playing games, families attending celebrations, and neighbors helping one another. These paintings show how people connect through shared experiences and traditions. By capturing these moments, Garza helps preserve memories that might otherwise fade over time.
- 8** Many of the events shown in her artwork are based on real memories from her childhood. She often painted scenes that reminded her of family gatherings and special occasions. Through her work, she wanted to share these experiences with others and help people understand their importance.
- 9** These simple moments may seem ordinary, but Garza believed they were valuable parts of culture and history. She understood that history is not only found in textbooks or museums. History can also be found in family traditions, community celebrations, and everyday experiences. Her paintings remind viewers that the actions of ordinary people help shape the story of a community.
- 10** One reason many people enjoy Garza's artwork is that it feels familiar. Viewers often recognize activities that are similar to those in their own lives. Some remember family traditions they experienced as children. Others learn about customs and celebrations that are new to them. In both cases, the artwork creates opportunities for learning and understanding.
- 11** Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. Viewers may notice smiling faces, colorful decorations, and busy family gatherings. These details help bring each scene to life.
- 12** Garza carefully includes objects and activities that help tell the story of a painting. A table full of food, children playing a game, or family members working together can reveal important information about the people in the picture. These details allow viewers to learn about traditions and customs through observation.
- 13** In this way, Garza's art works almost like storytelling through pictures. Instead of writing long descriptions, she uses paint to communicate ideas and experiences. Each painting captures a moment that helps viewers better understand a culture, a family, or a community.
- 14** Storytelling has always been an important way for people to share information. Long before books and computers existed, people passed stories from one generation to the next. These stories helped preserve traditions, values, and important events. Garza's artwork continues this tradition by telling stories through visual images.
- 15** Many people visit museums to see Garza's paintings. Museums display her work because it helps visitors learn about Mexican-American life and culture. Through her paintings, viewers gain insight into experiences that may be different from their own.

Carmen Lomas Garza (continued)

- 16** Students often study Garza's artwork in school. Teachers use her paintings to start discussions about traditions, families, and communities. Students may examine details in the artwork and talk about what they notice. They might compare the traditions shown in the paintings to traditions in their own families.
- 17** Garza's work encourages people to think about their own experiences and memories. After viewing her paintings, some people remember family celebrations, special meals, or community events from their childhood. Others begin asking relatives questions about family traditions and history.
- 18** In addition to painting, Carmen Lomas Garza became an author. She wrote and illustrated children's books that shared many of the same themes found in her artwork. Her books help readers learn about traditions, family life, and community experiences.
- 19** Many of her books are written in both English and Spanish. This allows more readers to enjoy the stories and connect with the experiences being shared. Bilingual books can help readers develop language skills while also learning about different cultures.
- 20** Garza believed that children should see themselves reflected in books and artwork. She wanted young readers to recognize familiar experiences and traditions. At the same time, she hoped her books would introduce other readers to customs and celebrations they had never encountered before.
- 21** Her books and paintings work together to tell stories about culture and community. Both forms of art help preserve traditions and pass them on to future generations. Readers and viewers learn about family life while also gaining a greater appreciation for cultural diversity.
- 22** As Carmen continued her education, she studied art and learned new techniques. She spent years practicing and improving her skills. Becoming a successful artist required dedication, patience, and hard work. Like many artists, she experimented with different ideas before developing her own style.
- 23** Even as her career grew, Garza remained committed to the subjects that mattered most to her. She continued painting scenes from everyday life because she believed they contained important stories worth sharing. Her focus on family and community became a defining feature of her work.
- 24** Over time, museums, schools, and cultural organizations began recognizing the value of Garza's contributions. Her artwork was displayed in exhibitions across the United States. Visitors appreciated the way her paintings celebrated family traditions and community experiences.

Carmen Lomas Garza (continued)

- 25** Many people view Garza as both an artist and a historian. Although she does not record history through written documents, she preserves historical experiences through her artwork. Her paintings provide a visual record of customs, celebrations, and everyday life.
- 26** Future generations can learn from her work because it captures moments that might otherwise be forgotten. A family preparing food together, children playing outside, or neighbors gathering for a celebration all become part of a larger story about community life. These scenes help preserve important cultural knowledge.
- 27** Garza's artwork also demonstrates the importance of representation. When people see their experiences reflected in books and artwork, they feel recognized and valued. Representation helps individuals understand that their stories matter and deserve to be shared.
- 28** Her paintings remind viewers that every community has traditions worth preserving. Whether a tradition involves food, music, celebrations, or family gatherings, it contributes to the identity of a group of people. By documenting these traditions, Garza helps ensure they remain part of the historical record.
- 29** Today, Carmen Lomas Garza is recognized as one of the most important Mexican-American artists in the United States. Her paintings and books continue to inspire students, teachers, families, and museum visitors. People of all ages learn from the stories she tells through her artwork.
- 30** Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also highlighting the importance of family, community, and tradition.
- 31** Carmen Lomas Garza's legacy continues to grow as more people discover her artwork. Her paintings show that history can be found in everyday experiences and that even simple moments can have lasting meaning. By sharing her memories through art, she has preserved an important part of American cultural history and helped future generations better understand the lives, traditions, and experiences of Mexican-American communities.

Student Annotation Guide - Carmen Lomas Garza

Tell students what to look for before they mark anything. Annotation is a search with a purpose, not decoration.

- The very high stamina passage adds paragraphs about South Texas, noticing detail, formal art study, exhibitions, bilingual books, and legacy. Students should notice that different reasons now have different best proof.
- C - Character, Concept, Creature: Garza and the concept of cultural heritage.
- T - Time: 1948 in paragraph 1 and Today near the end.
- S - Scenery and Setting: Kingsville and South Texas.
- A - Actions: drew, noticed, studied, painted, wrote, illustrated, exhibited.
- R - Reactions: what viewers feel, what museums display, what teachers use.
- K - Key Knowledge: the bilingual publication detail and the museum detail.
- Highlight the smallest meaningful phrase. Highlighted answers may vary.

The smallest meaningful phrase

Students highlight the smallest meaningful phrase that carries the evidence. They do not color whole paragraphs. If a student cannot say why a phrase is highlighted, the phrase should not be highlighted.

TRACKS Evidence Highlighting

Carmen Lomas Garza • Very High Stamina - approximately 1,500 words

Please read before using this page

Highlighted answers may vary. Please do not grade students against this exact highlighting example as their answers will vary based on their connections and understanding of the passage.

Highlighting key

T Time **R** Reactions **A** Actions **C** Character/Concept **K** Key Knowledge
S Scenery/Setting

- 1 **Carmen Lomas Garza** is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in **1948 in Kingsville, Texas**. As a child, Carmen **enjoyed drawing** and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- 2 Growing up in **South Texas**, Carmen was surrounded by family traditions and community celebrations. She spent time with relatives, neighbors, and friends who gathered for holidays, birthdays, and other special occasions. These experiences became an important part of her childhood. Although she may not have realized it at the time, many of these memories would later appear in her paintings.
- 3 **As a young girl**, Carmen enjoyed observing the world around her. She **noticed the colors, sounds, and activities** that filled each day. She watched family members prepare meals, tell stories, and work together. She saw **children playing outside** and neighbors visiting one another. These everyday moments helped her understand the **importance of family and community**.
- 4 Carmen also enjoyed drawing from an early age. She often used art to express her thoughts and ideas. As she grew older, she continued practicing and developing her artistic skills. She learned that art could be used to tell stories and share experiences with others.
- 5 When Carmen **became an artist**, she decided to focus on subjects that were meaningful to her. Instead of painting famous people or large historical events, she chose to paint **scenes from everyday life**. She believed that **ordinary experiences were important** and deserved to be remembered.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 6 Garza's paintings often show scenes from family life, such as **cooking together, celebrating holidays**, visiting neighbors, or spending time outside. One common scene she paints is families **making tamales during the holidays**. Family members often **gather around a table** to prepare ingredients, wrap tamales, and spend time together. While this activity may seem simple, it represents an **important tradition** shared by many families.
- 7 Her artwork also includes scenes of children playing games, families attending celebrations, and neighbors helping one another. These paintings show how people connect through shared experiences and traditions. By capturing these moments, Garza helps preserve memories that might otherwise fade over time.
- 8 Many of the events shown in her artwork are based on **real memories from her childhood**. She often painted scenes that reminded her of **family gatherings and special occasions**. Through her work, she wanted to **share these experiences with others** and help people understand their importance.
- 9 These simple moments may seem ordinary, but Garza believed they were **valuable parts of culture and history**. She understood that history is not only found in textbooks or museums. History can also be found in **family traditions, community celebrations**, and everyday experiences. Her paintings remind viewers that the **actions of ordinary people** help shape the story of a community.
- 10 One reason many people enjoy Garza's artwork is that it feels familiar. Viewers often recognize activities that are similar to those in their own lives. Some remember family traditions they experienced as children. Others learn about customs and celebrations that are new to them. In both cases, the artwork creates opportunities for learning and understanding.
- 11 Her artwork uses **bright colors and clear details** to tell stories. When people look at her paintings, they can often **imagine what the people in the picture are doing** and how they feel. Viewers may notice **smiling faces, colorful decorations**, and busy family gatherings. These details help bring each scene to life.
- 12 Garza carefully includes objects and activities that help tell the story of a painting. A **table full of food, children playing a game**, or family members working together can reveal important information about the people in the picture. These details allow viewers to learn about **traditions and customs** through observation.
- 13 In this way, Garza's art works almost like storytelling through pictures. Instead of writing long descriptions, she uses paint to communicate ideas and experiences. Each painting captures a moment that helps viewers better understand a culture, a family, or a community.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 14** Storytelling has always been an important way for people to share information. Long before books and computers existed, people passed stories from one generation to the next. These stories helped preserve traditions, values, and important events. Garza's artwork continues this tradition by telling stories through visual images.
- 15** Many people visit museums to see Garza's paintings. Museums display her work because it helps visitors learn about Mexican-American life and culture. Through her paintings, viewers gain insight into experiences that may be different from their own.
- 16** Students often study Garza's artwork in school. Teachers use her paintings to start discussions about traditions, families, and communities. Students may examine details in the artwork and talk about what they notice. They might compare the traditions shown in the paintings to traditions in their own families.
- 17** Garza's work encourages people to think about their own experiences and memories. After viewing her paintings, some people remember family celebrations, special meals, or community events from their childhood. Others begin asking relatives questions about family traditions and history.
- 18** In addition to painting, Carmen Lomas Garza became an author. She wrote and illustrated children's books that shared many of the same themes found in her artwork. Her books help readers learn about traditions, family life, and community experiences.
- 19** Many of her books are written in both English and Spanish. This allows more readers to enjoy the stories and connect with the experiences being shared. Bilingual books can help readers develop language skills while also learning about different cultures.
- 20** Garza believed that children should see themselves reflected in books and artwork. She wanted young readers to recognize familiar experiences and traditions. At the same time, she hoped her books would introduce other readers to customs and celebrations they had never encountered before.
- 21** Her books and paintings work together to tell stories about culture and community. Both forms of art help preserve traditions and pass them on to future generations. Readers and viewers learn about family life while also gaining a greater appreciation for cultural diversity.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 22** As Carmen continued her education, she studied art and learned new techniques. She spent years practicing and improving her skills. Becoming a successful artist required dedication, patience, and hard work. Like many artists, she experimented with different ideas before developing her own style.
- 23** Even as her career grew, Garza **remained committed** to the subjects that mattered most to her. She continued painting **scenes from everyday life** because she believed they contained important stories worth sharing. Her focus on **family and community** became a defining feature of her work.
- 24** **Over time**, **museums, schools, and cultural organizations** began recognizing the value of Garza's contributions. Her artwork was displayed in **exhibitions across the United States**. Visitors appreciated the way her paintings celebrated family traditions and community experiences.
- 25** Many people view Garza as **both an artist and a historian**. Although she does not record history through written documents, she **preserves historical experiences** through her artwork. Her paintings provide a **visual record of customs**, celebrations, and everyday life.
- 26** **Future generations** can learn from her work because it captures moments that might otherwise be forgotten. **A family preparing food together**, children playing outside, or neighbors gathering for a celebration all become part of a larger story about community life. These scenes help preserve important **cultural knowledge**.
- 27** Garza's artwork also demonstrates the **importance of representation**. When people see their experiences reflected in books and artwork, they **feel recognized and valued**. Representation helps individuals understand that **their stories matter** and deserve to be shared.
- 28** Her paintings remind viewers that **every community has traditions worth preserving**. Whether a tradition involves **food, music, celebrations**, or family gatherings, it contributes to the **identity of a group of people**. By documenting these traditions, Garza helps ensure they remain part of the historical record.
- 29** **Today**, Carmen Lomas Garza is recognized as one of the most important Mexican-American artists in the United States. Her paintings and books continue to inspire students, teachers, families, and museum visitors. People of all ages learn from the stories she tells through her artwork.
- 30** Through her paintings and books, she has helped **preserve important cultural stories** and share them with new generations. Her work teaches people about **Mexican-American life** while also highlighting the importance of **family, community, and tradition**.

TRACKS Evidence Highlighting (continued)

Highlighting key

T Time	R Reactions	A Actions
C Character/Concept	K Key Knowledge	
S Scenery/Setting		

- 31** Carmen Lomas Garza's **legacy continues to grow** as more people discover her artwork. Her paintings show that history can be found in **everyday experiences** and that even simple moments can have lasting meaning. By sharing her memories through art, she has preserved an important part of **American cultural history** and helped future generations better understand the lives, traditions, and experiences of Mexican-American communities.

Day 1

 20 minutes • G - GATHER (3 min) and R - REVEAL (13 min), closing 4 min

Our Overarching Question to be Answered in this Day!

How does a writer show a reader that an idea is true?

G GATHER
Fresh attention hook that connects to what students already know.

R REVEAL
Explicit teaching, modeling, and Auditory Engagement.

★ DAILY DECK - Module Slide 3
Title slide: Evidence - The Second Branch of the Tree.

GATHER - Quick Mystery - Prove It

Grouping: Whole Group

Teacher script

 “I am going to make a claim about this classroom and you are going to make me prove it. My claim: somebody in here has been reading. Do not believe me yet. Make me prove it. Point to the proof. Yesterday we grew the first branch of our tree - the reason branch. But a branch cannot hold leaves unless it has something strong supporting it. Today we are going to grow the evidence branch. Evidence is the proof that our ideas are true.”

Informal check for understanding

Ask: What made my claim believable?

Expected response: You could point to something real. Answers may vary; accept any answer naming visible proof.

★ DAILY DECK - Module Slide 4
The tree with trunk, first branch, and the second branch appearing.

REVEAL - Concept explanation, part 1

Teacher script

-  “When writers make a claim, they must show proof from the text. This proof is called evidence. Evidence is where we show readers exactly where our idea came from. Writers must look closely at the text to find proof that supports their thinking.”

Write this where students can see it

- Reason -> Evidence -> Explanation
- Evidence comes from the text.
- Explanation comes from me.

- ★ DAILY DECK - Module Slide 5
 Reason -> Evidence -> Explanation.

REVEAL - Concept explanation, part 2

Teacher script

-  “To help us organize our thinking, we use the CSI habit. C means Connect to the prompt. S means Support my thesis (central idea), my central idea. I means Infer more ideas. Watch. My reason is: Laura Ingalls Wilder shows what life was like on the frontier. Now I look for proof. The passage explains that families traveled by wagon and built small homes on the prairie. Does that piece of evidence represent CSI components? If so, that is excellent proof to use from the passage.”

Write this where students can see it

- C - Connect to the prompt
- S - Support my thesis (central idea)
- I - Infer more ideas
- Reason: Laura Ingalls Wilder shows what life was like on the frontier.
- Evidence: The passage explains that families traveled by wagon and built small homes on the prairie.

- ★ DAILY DECK - Module Slide 6
 The three CSI letters revealed one at a time.

- ★ DAILY DECK - Module Slide 7
 The Laura Ingalls Wilder reason and its evidence.

MODELING - the completed model, thought aloud in front of students



"Watch me use all three CSI moves on Garza. My reason is: Garza shows family traditions. First I Connect: the passage explains an example of this tradition. Then I Support: it says that families make tamales together during holidays. Then I Infer: this shows that Garza's artwork celebrates family traditions. Notice that my third sentence says something the passage never said in those words. That is what infer means."

Prompt used in the model: Explain how Carmen Lomas Garza tells stories about family life.

Part of the Model	What the Teacher Shows
C - Connect	The passage explains an example of this tradition.
S - Support	It says that families make tamales together during holidays.
I - Infer	This shows that Garza's artwork celebrates family traditions.
Test	Is it in the passage? Does it prove THIS reason? Did I say what it shows?



★ DAILY DECK - Module Slide 8

The Carmen Lomas Garza modeled CSI, sentence by sentence.



★ DAILY DECK - Module Slide 9

The Strong Evidence Test, all three questions.



★ **DAILY DECK - Module Slide 10 - BRAIN BREAK STRETCHING MOMENT**

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Proof Point: point to the floor for evidence in the passage and to your head for an inference. Ten calls.
2. Evidence Reach: reach forward as if pulling a sentence off the page, ten times, alternating hands.
3. Balance Proof: stand on one foot and hold an imaginary book steady for ten counts.

REVEAL - Auditory Engagement

Give this as a mini-lecture. Every word students are expected to fill in is capitalized in the script.

Auditory Engagement: Listen and Sketch

HEAR cycle: Hear with a purpose · Extract what matters · Act on it · Retrieve it

Teacher Script (Hear with a purpose)

"I am going to read two short sections about Laura Ingalls Wilder and Carmen Lomas Garza. As you listen, draw the specific detail that proves why each author's work is important."

Extract what matters — Listen and Sketch

Listen for	Sketch it
Laura Ingalls Wilder's stories are important because they show how hard life was on the frontier, which is proven by the fact that her family had to work hard to build homes and take care of their farms in places like Kansas and Minnesota.	
Carmen Lomas Garza's artwork celebrates culture, which is proven by the evidence that she paints scenes of families making tamales during holidays to remember special moments shared with community.	

Act on it

Turn to your partner and point to the part of your sketch that shows the evidence supporting the reason.

Retrieve it

Recall one skill Laura learned on the frontier from memory before we begin listening.

Teacher script - mini-lecture

"Listen and fill in the missing word aloud, then write it on your notebook page. Proof from the text is called EVIDENCE. The C in CSI means CONNECT to the prompt. The S in CSI means SUPPORT my thesis (central idea), my central idea. The I in CSI means INFER more ideas. Evidence must prove the exact REASON it sits under."

Interactive Notebook Fill-In	Completed Student Response
Proof from the text is called _____.	EVIDENCE
The C in CSI means _____ to the prompt.	CONNECT
The S in CSI means _____ my thesis (central idea).	SUPPORT
The I in CSI means _____ more ideas.	INFER
Evidence must prove the exact _____ it sits under.	REASON



★ DAILY DECK - Module Slide 11

The five auditory engagement sentences with blanks.



★ DAILY DECK - Module Slide 12

The five auditory engagement sentences with answers.

⏸ PAUSE POINT

Pause here. Students who understand are rereading their reason before they search the passage, not reading the passage first.

Quick check: Which CSI move says something the passage did not say directly?

Expected answer: Infer.

If students are confused: Reread the modeled Support sentence and the modeled Infer sentence back to back and ask which one you could find word for word in the passage.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to the CSI think-aloud and five auditory engagement sentences.	1(E)
Speaking	Students demand proof during the hook and answer the pause-point question.	2(F)
Reading	Students read the very high stamina passage and locate one proof sentence.	3(F)
Writing	Students copy the CSI letters and complete five fill-in blanks.	4(D)

Virtual Classroom Adjustment

- Share the passage on screen and use the highlight tool to mark the Support sentence live, so students see selection happen.
- Type the three CSI sentences one at a time in three colors: green for reason, yellow for evidence, red for explanation.
- Ask students to type only their Infer sentence in the chat so you can see who stopped at Support.
- Send the CSI anchor chart as an image students can enlarge.
- Run the pause-point check as a three-option poll: C, S, or I.

The Answer to Our Overarching Question

A writer shows a reader that an idea is true by pointing to proof in the passage and then saying what that proof shows.

Day 2

 20 minutes • A - ATTEMPT (14 min), opening 3 min, closing 3 min

Our Overarching Question to be Answered in this Day!

How can a writer tell whether a piece of evidence really belongs to a reason?

A

ATTEMPT

Supported game or InterActivity with complete student directions.

ATTEMPT - Game: Evidence Grab

 Grouping: Partners • 14 minutes

Materials for this activity

- One set of four reason cards per pair
- One set of four evidence cards per pair
- A gameboard and Pencil Guy markers (optional)
- A Practice Pocket for storing the cards

Student-Facing Pieces



Students cut out the game cards contained in their Interactive Notebooks. Make sure they use sized envelopes or scrap paper to create a Practice Pocket to store their game pieces. Continue to use this game after this lesson is complete as a Forgetting Interrupted Activity.

Student directions - read these to students

1. Work with one partner. Lay the four reason cards face up in a row.
2. Shuffle the four evidence cards and place them face down in a pile.
3. Player 1 turns over the top evidence card and reads it aloud.
4. Both players decide silently which reason it proves. Count to three, then both point.
5. If you both point at the same reason, place the evidence card under it and move your Pencil Guy marker forward one space.
6. If you point at different reasons, each player says one sentence beginning 'It proves this reason because' before deciding together.
7. Continue until all four evidence cards are placed.
8. Check your matches against the answer key on the Daily Deck.
9. Play again, this time saying the Infer sentence aloud for each match.
10. Return all cards to your Practice Pocket.



★ DAILY DECK - Module Slide 13

Game directions, one step per slide for the first six steps.



★ DAILY DECK - Module Slide 14

The four reason cards.

Item	Correct Response
Laura Ingalls Wilder shows daily frontier life.	Families traveled by wagon to new places.
Carmen Lomas Garza shows family traditions.	Her paintings show families making tamales during holidays.
Garza tells stories through artwork.	Her artwork uses bright colors and detailed scenes.
Laura Ingalls Wilder describes family experiences.	Laura wrote about helping neighbors and working together.



★ DAILY DECK - Module Slide 15

Evidence card A revealed.



★ DAILY DECK - Module Slide 16

Evidence card B revealed.



★ DAILY DECK - Module Slide 17
Evidence card C revealed.



★ DAILY DECK - Module Slide 18
Evidence card D revealed.

ANSWER KEY



- Reason 1 with Evidence A - both are about how frontier families lived day to day.
- Reason 2 with Evidence B - tamales at holidays is a family tradition.
- Reason 3 with Evidence C - colors and detail are how the art tells the story.
- Reason 4 with Evidence D - helping neighbors is a family experience.



★ DAILY DECK - Module Slide 19
The complete answer key with the reason each piece proves.

Required Day Two partner process for prompt analysis

Partner prompt analysis

Mark the red circle with the class, then hand the yellow box and green triangle to partners and let them mark their own copy before you show yours.

1. Mark the red-circle topic with the class.
2. Give partners responsibility for the yellow-box charge.
3. Give partners responsibility for the green-triangle clue words.
4. Let partners mark their own copies.
5. Reveal the teacher model only afterward.

Prompt for this module: Explain why Laura Ingalls Wilder's stories help readers understand history.



★ DAILY DECK - Module Slide 20
The partner prompt, unmarked.



★ DAILY DECK - Module Slide 21
The partner prompt with the teacher's marks, revealed last.

Cut-apart student cards

Students cut these from the Interactive Notebook and store them in a Practice Pocket.

Reason Card 1 Laura Ingalls Wilder shows daily frontier life.	Reason Card 2 Carmen Lomas Garza shows family traditions.
Reason Card 3 Garza tells stories through artwork.	Reason Card 4 Laura Ingalls Wilder describes family experiences.
Evidence Card A Families traveled by wagon to new places.	Evidence Card B Her paintings show families making tamales during holidays.
Evidence Card C Her artwork uses bright colors and detailed scenes.	Evidence Card D Laura wrote about helping neighbors and working together.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to a partner justify a match before agreeing.	1(C)
Speaking	Students say 'It proves this reason because' and finish the sentence.	2(E)
Reading	Students read four reason cards and four evidence cards and check them against the passage.	3(F)
Writing	Students record each match and the paragraph number where the evidence appears.	4(C)

Virtual Classroom Adjustment

- Give each breakout room a shared slide with four reason boxes and four draggable evidence cards.
- Use the count-to-three-and-point routine with cameras on so both partners commit at once.
- For the partner prompt marking, share the prompt as an image and let partners mark their own copy before you reveal the teacher model.
- Students type the paragraph number of each piece of evidence in the chat as a quick accuracy check.
- Replay the game a second time in the same rooms with the Infer sentence required aloud.

The Answer to Our Overarching Question

A writer can tell evidence belongs to a reason when the evidence proves that exact reason, not merely when both come from the same passage.

Day 3

 20 minutes • D - DISCUSS (8 min) and U - USE AGAIN (10 min), closing 2 min

Our Overarching Question to be Answered in this Day!

Why is true evidence sometimes still the wrong evidence?

D DISCUSS
Deep-thinking questions with expected student and teacher responses.

U USE AGAIN
Independent application. Always independent.

DISCUSS - Deep understanding discussion

 Grouping: Whole Group • 8 minutes

Teacher script

 "Let's talk about what we noticed. I want to hear your reasoning, not just your answer."

Teacher Question	Possible Student Response	Teacher Response
What helped you know which evidence matched the reason?	It came from the same idea in the passage.	Yes. Evidence must support the reason.
Why do writers include evidence?	To prove their ideas.	Exactly. Evidence shows readers that the idea came from the text.
How does CSI help us?	It helps organize the proof.	That's right. CSI helps writers clearly connect their ideas to the text.
Compare Evidence A and Evidence D. Both are about Laura. Why can't they trade places?	One is about traveling and one is about family.	Strong reasoning. Both are true, but each proves a different reason.
A student writes: 'Laura was born in 1867' to prove the reason 'Laura describes family experiences.' Is that good evidence? Defend your answer.	No, because a birth year is not a family experience.	Yes. It is true, but true is not the test. The test is whether it proves this reason.

If a misconception appears

If a student says any sentence from the passage works, put a birth year beside a reason about family life and ask the class to read them as one idea. The mismatch is audible.



★ DAILY DECK - Module Slide 22
Discussion question 1.



★ DAILY DECK - Module Slide 23
Discussion question 2.



★ DAILY DECK - Module Slide 24
Discussion question 3.



★ DAILY DECK - Module Slide 25
Discussion question 4, the compare question.



★ DAILY DECK - Module Slide 26
Discussion question 5, the defend question, with the mismatched pair shown.



★ DAILY DECK - Module Slide 27 - BRAIN BREAK STRETCHING MOMENT

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. CSI Steps: step forward for Connect, sideways for Support, back for Infer. Four rounds.
2. Wrist Shake: shake both wrists loose for ten seconds before writing.
3. Deep Three: breathe in for three, hold for three, out for three. Four times.

USE AGAIN - Write a CSI Response

This is an independent activity

Students work alone. Directions sit above the writing space so a third grader can start without asking.

Read the prompt and the reason. Then write three sentences. Sentence one Connects to the prompt. Sentence two Supports with proof from the passage. Sentence three Infers what the proof shows.



★ DAILY DECK - Module Slide 28

The independent directions with the three CSI lines labeled.



★ DAILY DECK - Module Slide 29

Independent item 1.



★ DAILY DECK - Module Slide 30

Independent item 2.

Item	Answer Key
Prompt: Explain how Carmen Lomas Garza tells stories about family life. Reason: Garza shows family traditions.	Connect - The passage explains an example of this tradition. Support - It says that families make tamales together during holidays. Infer - This shows that Garza's artwork celebrates family traditions.
Second example. Reason: Laura Ingalls Wilder shows what life was like on the frontier.	Connect - The passage describes how families lived. Support - It explains that families traveled by wagon and built homes on the prairie. Infer - This helps readers understand what daily frontier life was like.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to a classmate defend an evidence choice.	1(E)
Speaking	Students defend whether a true sentence is the right evidence.	2(E)
Reading	Students reread the very high stamina passages to locate proof.	3(G)
Writing	Students write a three-sentence CSI response independently.	4(F)

Virtual Classroom Adjustment

- Post each discussion question on its own slide and take three answers per question.
- Use a breakout room of three for the defend question and hear one verdict per room.
- Send the Write a CSI Response page as a fillable document with three labeled lines.
- Students submit both CSI responses to the assignment folder before leaving.
- Ask every student to paste only their Infer sentence in the chat so you can see the whole class's inferencing at once.

The Answer to Our Overarching Question

True evidence is still the wrong evidence when it does not prove the exact reason it sits under, because a reader is trying to follow one idea at a time.

Day 4

 20 minutes • A - AWARD (9 min) and T - TARGET (8 min), closing 3 min

Our Overarching Question to be Answered in this Day!

What can my whole tree do now?

A AWARD
Celebrate specific evidence of learning.

T TARGET
Identify one evidence-based next goal.

AWARD - Awarding the BEST Parts

Teacher script

 *“You just strengthened the branches of your writing tree. When writers add evidence, their ideas become stronger and more believable. Your tree is growing stronger!”*

1. Students draw leaves on the evidence branch.
2. Each leaf is labeled: Proof from the text.
3. Students write the paragraph number of their proof on the matching leaf.
4. Students add one more leaf labeled Infer and write what their proof shows.

 ★ DAILY DECK - Module Slide 31
The leafed branch template.

Recognize specific evidence, not vague praise

Name the evidence, not the effort. Say: Amara, you passed over a sentence you liked because it did not prove your reason. Choosing the right proof over the favorite proof is what a careful writer does.

TARGET - Target the next step

Teacher script

 *“Strong learners notice what they are doing well and what they still want to improve. Write one goal that begins: Next time I will.”*

Curiosity questions

- Why does writing need proof from the text?
- How does evidence make writing more convincing?
- What happens if a writer forgets to include evidence?



★ DAILY DECK - Module Slide 32

The three curiosity questions.

Student-friendly targets

- Next time I will find stronger evidence.
- Next time I will check the passage carefully.
- Next time I will make sure my evidence matches the reason.



★ DAILY DECK - Module Slide 33

The sentence stem: Next time I will _____.

My target: Next time I will...

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to praise naming a specific evidence decision.	1(E)
Speaking	Students read one leaf aloud and name the paragraph it came from.	2(D)
Reading	Students reread their own CSI responses to check the Infer sentence.	3(G)
Writing	Students write one evidence-based next-step goal.	4(F)



Virtual Classroom Adjustment

- Students draw the leafed branch on paper and hold it to the camera.
- Use a shared slide where each student types one Infer sentence they are proud of.
- Award the Strong Branch recognition by name, quoting the student's own choice of proof.
- Students type their Next time I will goal in a private chat message.
- Save the slide; it becomes the opening review for Cluster 3.

The Answer to Our Overarching Question

My whole tree can now take a prompt, state a thesis (central idea), grow reasons, and prove each reason with evidence I explain, which means I can write a complete informative response.

Day 5

 20 minutes • E - EXPLAIN TO OTHERS (10 min), assessment 8 min, closing 2 min

Our Overarching Question to be Answered in this Day!

How would I teach someone else to use evidence?

E

EXPLAIN

Turn and Teach with oral frames.

EXPLAIN TO OTHERS - Turn and Teach

 Grouping: Partners • 10 minutes

Teacher script

 “Turn to your partner and explain how writers use evidence. Give all three steps, and use one example from our passages.”

Student oral frames

- First I identify the _____.
- Then I find proof in the _____.
- Then I use CSI to _____, _____, and _____.
- My evidence proves this reason because _____.
- I can infer that _____.
- WHY prompts use the word why or a word that means why, so my explanation must give a reason.

★ DAILY DECK - Module Slide 34
 The six oral frames for Turn and Teach.

Teacher listening focus

Listen for the word proves. A student who says 'my evidence proves this reason because' is reasoning about relevance. A student who says 'my evidence is from the passage' has only checked the first of the three tests.

Sample Turn and Teach response

First I identify the reason: Garza shows family traditions. Then I find proof in the passage: it says families make tamales together during holidays. Then I use CSI to connect, support, and infer. My evidence proves this reason because making tamales together is a tradition a family repeats. I can infer that Garza wanted people to see traditions as worth remembering.

The ECR Writing Process Poem

Use army chant style. The teacher reads one line and students repeat it. Have students make quote fingers in the air on the line Show them proof called evidence.

Read with prosody, leave some tracks.
Shape the prompt and answer back.
Write the thesis (central idea), then convince-
Show them proof called evidence.
Bring together - signals find,
From the text and from my mind!
Relate it to all who read.
Let my writing meet a need!



★ DAILY DECK - Module Slide 35

The Writing Process Poem printed in full.



★ DAILY DECK - Module Slide 36 - BRAIN BREAK STRETCHING MOMENT

Put this slide up, then pick one of these three movements. Sixty seconds, then straight back into the lesson.

1. Quote Fingers: raise both hands and make quote fingers ten times, saying evidence is on the way inside your head.
2. Wall Push: press both palms against your desk and push for ten counts.
3. Chin Tuck Stretch: tuck your chin, hold for five, lift your head slowly. Four times.

 Exit Ticket - Module 4

Prompt: Reason: Laura Ingalls Wilder shows that frontier families depended on one another.

1. Copy one sentence from the passage that proves this reason.
2. Write the paragraph number where you found it.
3. Write your Connect sentence.
4. Write your Infer sentence.
5. Write one sentence explaining why your evidence proves this reason and not a different one.



★ DAILY DECK - Module Slide 37

The exit ticket reason and directions.

EXIT TICKET ANSWER KEY

- Answers may vary. Model evidence: 'When a family needed assistance building a barn, harvesting crops, or caring for someone who was sick, neighbors frequently worked together.'
- Answers may vary depending on the sentence chosen. The model evidence appears in paragraph 13.
- Answers may vary. Model Connect: The passage describes what neighbors did for each other.
- Answers may vary. Model Infer: This shows that survival on the frontier depended on more than one family's effort.
- Answers may vary. Model answer: It proves this reason because it names people outside the family helping, which is what depending on one another means.
- Grading note: this exit ticket has five components. Each of the five components is worth 20 points, for a total possible score of 100 points.

Language domains in this lesson

Domain	What Students Do in This Lesson	Matched ELPS
Listening	Students listen to a partner give all three steps with an example.	1(E)
Speaking	Students teach the evidence process using the six oral frames.	2(E)
Reading	Students search an unfamiliar section of the passage for proof.	3(F)
Writing	Students write evidence, a Connect sentence, and an Infer sentence independently.	4(F)

Virtual Classroom Adjustment

- Breakout rooms of two for Turn and Teach with the six frames posted in each room.
- Ask one pair to demonstrate all three steps for the whole class.
- Deliver the exit ticket as a five-field form so each part scores separately.
- Students use the digital highlight tool to mark their chosen evidence before copying it.
- Read the Writing Process Poem with everyone unmuted, with quote fingers on the evidence line.

The Answer to Our Overarching Question

I would teach someone else to use evidence by telling them to identify the reason first, find proof in the passage that matches it, and then use CSI to connect, support, and infer.

Low, Medium, and High Exemplars

Students were given the reason 'Garza shows family traditions' and asked to write a CSI response using the very high stamina passage.

Low Exemplar

Student Response

Garza was born in 1948 in Kingsville, Texas. This is from the passage.

What Is Working

The student located a real sentence in the passage and copied it accurately.

What Needs Improvement

The evidence is true but does not prove the reason. There is no Connect sentence and no Infer sentence, so the response stops at one of the three CSI moves.

Teacher Notes

Give this student two candidate sentences, one relevant and one irrelevant, and ask which one proves the reason. Narrow the search before widening it again.

Medium Exemplar

Student Response

The passage says families make tamales together during holidays. This proves that Garza shows family traditions.

What Is Working

The evidence is relevant and clearly proves the stated reason, and the student ties it back to the reason.

What Needs Improvement

The response has Support and a partial Connect but no Infer. The second sentence repeats the reason rather than saying what the proof shows.

Teacher Notes

Ask one question: what does that tell you about Garza that the passage did not say? Require one more sentence beginning with This shows.

High Exemplar

Student Response

The passage explains an example of this tradition. It says that families make tamales together during holidays. This shows that Garza's artwork celebrates traditions families repeat year after year.

What Is Working

All three CSI moves are present, the evidence proves the exact reason, and the Infer sentence says something the passage never states directly.

Teacher Notes

This student is ready for the Evidence Collector enrichment. Ask for a second piece of evidence for the same reason and then ask which piece is stronger and why.

Exemplar engagement activity

1. Display all three CSI responses on the Daily Deck.
2. Partners decide which response would convince a reader.
3. Ask: which response tells you something the passage did not say?
4. Ask each pair to defend their choice using the letters C, S, and I.
5. Expected observation: the low response fails the relevance test, the medium response stops at Support, and the high response completes all three moves.

Assessment Opportunities

✓ Informal Assessment

Purpose	To check, during the game, whether students justify a match by relevance rather than by topic.
Who administers it	The classroom teacher, while circulating during ATTEMPT on Day 2.
Materials	The four reason cards and four evidence cards.
Task	Ask a pair why Evidence C belongs with Reason 3 rather than Reason 2.
Expected response	Because bright colors and detailed scenes are about how the art tells the story, not about a family tradition.

ANSWER KEY



- Evidence C proves Reason 3.
- Answers may vary on wording. Accept any justification that names what the evidence proves rather than what it mentions.

✓ Formative Assessment

Purpose	To measure whether students can independently write a CSI response with relevant evidence and a real inference.
Who administers it	The classroom teacher. Students work independently.
Materials	The Write a CSI Response page and the very high stamina passages.
Related TEKS breakout	11B(iii) and 12B(i)

Scoring guidance

- 1 point - the evidence appears in the passage.
- 1 point - the evidence proves the stated reason.
- 1 point - a Connect sentence is present.
- 1 point - an Infer sentence says something the passage does not state directly.
- 8 points total across the two items. 6 or more indicates readiness for Cluster 3 without additional support.

Answers may vary.

Embedded Checks for Understanding

Teacher Asks	Students Do	Expected Response	Common Incorrect Response	Teacher Response
Where does evidence come from?	Answer aloud.	The passage.	My own thinking.	Point to the Reason to Evidence to Explanation chart and reread box 2 together.
What does the I in CSI stand for?	Say the word aloud.	Infer.	Important.	Reread the modeled Infer sentence and ask what new idea it added.
Is 'Laura was born in 1867' good evidence that Laura describes family experiences?	Thumbs up or down.	No - it is true but it does not prove that reason.	Yes, because it is in the passage.	Read the reason and the evidence together as one idea so the mismatch is audible.
What are the three questions in the Strong Evidence Test?	Count on fingers with a partner.	Is it in the passage? Does it prove THIS reason? Did I say what it shows?	Only the first question.	Have the class chant all three while touching the chart.
Which CSI move do writers most often forget?	Answer aloud.	Infer.	Support.	Show a response that ends at Support and ask what the reader still does not know.

Student Support for Quick Reference

Possible Learner Needs Within This Module	High-Leverage Support That Preserves the Rigor
Student copies a long stretch of the passage.	Ask the student to underline the shortest part that still proves the reason, then copy only that.
Student chooses true but irrelevant evidence.	Offer two candidate sentences instead of the whole passage. The student still judges; the field is smaller.
Student stops after the Support sentence.	Give the frame This shows that _____ and require it before the response is finished.
Emergent bilingual student can point to the proof but cannot write the inference.	Let the student say the inference aloud first, in either language if needed, then write the English version with the frame.
Student cannot find proof in a very long passage.	Name the paragraph. The student still selects the sentence and still explains it.
Student finishes both CSI responses in five minutes.	Ask for a second piece of evidence for the same reason and then ask which is stronger and why. Judging is harder than finding.

Teacher Resource

Teach BIG Writing Conference App

Conference prompts, next-step language and record-keeping for the learner needs listed above.

Intervention - Evidence Finder

 **Time needed: 12 minutes**

Teacher script - read this to your intervention group

 *“Evidence is not the whole paragraph. Evidence is the smallest piece that proves your reason. We are going to look in one paragraph only, so your eyes have less ground to cover. Read the reason first. Then read the paragraph. Then point to the shortest group of words that proves it. If you point to a whole sentence, we will trim it together until only the proof is left.”*

Purpose	To rebuild evidence selection with a narrowed search for students who choose irrelevant proof.
Group size	Small group of three to five
Time needed	12 minutes
Materials	The very high stamina Carmen Lomas Garza passage; Yellow highlighters; Reason strips
Relevant TEKS breakout	11B(iii)
Relevant ELPS	1(C) Listening; 3(F) Reading

Step-by-step directions

1. Give each student one reason strip and the passage.
2. Read the reason aloud twice. Students repeat it.
3. Name the paragraph that contains the proof.
4. Students reread only that paragraph.
5. Students highlight in yellow the smallest phrase that proves the reason.
6. Students read their highlighted phrase aloud and say why it proves the reason.
7. Students verbally explain the evidence to the group using the frames provided.

Sentence frames and thinking clues

- My reason is _____.
- My evidence is _____.
- It proves my reason because _____.
- This shows that _____.

Scaffolded practice items and answer key

Practice Item	Answer Key
Reason: Garza shows family traditions.	Evidence: families making tamales during the holidays.
Reason: Garza's art uses careful detail.	Evidence: her artwork uses bright colors and clear details.
Reason: Garza wanted more readers to reach her books.	Evidence: many of her books are written in both English and Spanish.
Reason: Garza's work is respected today.	Evidence: her artwork is shown in museums and schools.

Intervention Reassessment

Teacher script - read this before the reassessment

 *"Now do it without me. Find the smallest phrase in paragraph two that proves Garza's childhood shaped her art, and highlight only that phrase. Then write one sentence that begins with the words This shows. The highlight is your proof and the sentence is your explanation, and a reader needs both of them to believe you."*

Task: Highlight the smallest phrase in paragraph 2 that proves this reason, then write one sentence beginning This shows that.

Prompt or reason: Reason: Garza's childhood shaped her art.

- Answers may vary. Model evidence: the special moments she shared with her family and community.
- Answers may vary. Model inference: This shows that her art came from memories rather than from imagination.

Readiness to return to core instruction: A student who highlights a relevant phrase and writes a This shows that sentence is ready to return to core instruction. A student who highlights a whole paragraph repeats step 5 with one more reason strip.

Enrichment - Evidence Collector

 **Time needed: 15 minutes**

Teacher script - read this to your enrichment group

 *"You already choose evidence that fits, so today you choose between two pieces that both fit. Write the CSI response twice, once with each piece of proof. Then decide which one proves the reason more strongly, and be ready to say what made it stronger. Choosing well is a bigger skill than finding something that works."*

Purpose	To move students who already select relevant evidence into weighing two pieces of proof against each other.
Group size	Independent, then presented to a partner
Time needed	15 minutes
Materials	Both very high stamina passages; The Evidence Citation Stems chart
Relevant TEKS breakout	11B(iii), 12B(ii)
Relevant ELPS	2(E) Speaking; 4(F) Writing

Rigor safeguard for this extension

The student is not finding more evidence. The student is comparing two valid pieces of evidence and defending which one proves the reason more completely, which is evaluation, not retrieval.

Prompt: Explain why Laura Ingalls Wilder's stories help readers understand history.

Explicit directions

1. Choose one reason from your Module 3 baskets.
2. Find two different pieces of evidence for that one reason.
3. Write a CSI response for each piece.
4. Introduce each piece with a different stem from the Evidence Citation Stems chart.
5. Decide which piece proves the reason more completely.
6. Write one sentence defending your choice.
7. Explain to a partner how each piece supports the reason.

EXEMPLAR RESPONSE

- Reason: Laura's stories show what frontier travel was like.
- Evidence 1: Families traveled by wagon.
- Evidence 2: Families built homes on the prairie.
- Answers may vary. Model defense: Evidence 1 is stronger for this reason because travel is what the reason names; building homes proves a different reason about daily work.

★ Enrichment Share

Teacher script - read this before students share

 *“Read both of your responses aloud, and then say which piece of evidence you think is stronger. Your partner will either agree with your reason or argue for the other piece. Either answer helps you, because the only way to know your evidence is strong is to hear somebody try to choose differently.”*

The presenter reads both CSI responses and states which piece is stronger. The partner must either agree with a new argument or disagree with a reason drawn from the text.

Additional Writing Opportunity - Plan and Draft

Prompt

Explain how Carmen Lomas Garza tells stories about family life.

Prompt

Explain how Carmen Lomas Garza tells stories about family life.

Connection to this module

This prompt has traveled with students since Module 1: they shaped it in week one, built a thesis (central idea) for it in week two, generated reasons for it in week three, and now prove one of those reasons. The full tree is finally visible in one piece of writing.

Connection to this module

This prompt has traveled with students since Module 1: they shaped it in week one, built a thesis (central idea) for it in week two, generated reasons for it in week three, and now prove one of those reasons. The full tree is finally visible in one piece of writing.

Planning support

- ### Planning support
1. Write your thesis (central idea) at the top.
 2. Write one reason from your Module 3 baskets.
 3. Find the proof in the passage and write its paragraph number.
 4. Plan your three CSI sentences before writing them.

Drafting space

Teacher Resource

Teach BIG Writing Conference App

Use it to record a two-minute conference on this draft and to set the writer's next step.

Additional Writing Opportunity - Revise, Edit, and Share

Revising - the Cluster 2 revising focus

- ☐ Reread your evidence. If it does not prove your reason, delete it and choose different proof. (11C(iv))
- ☐ If your response stops after the Support sentence, add the Infer sentence. (11C(iii))
- ☐ Delete any sentence that is true but does not help prove this reason. (11C(iv))

Editing - the Cluster 2 editing focus

- ☐ Past verb tense is used correctly when writing about what Garza did. (11D(iii))
- ☐ Future verb tense is used correctly if you write about what readers will learn. (11D(v))
- ☐ Comparative adjectives such as stronger and clearer are formed correctly. (11D(x))
- ☐ Superlative adjectives such as strongest and clearest are formed correctly. (11D(xi))

Sharing and Publishing

Offer students a real audience. Any of these options works for this module.

- Partner reading: read your CSI response and let your partner name which sentence is the Infer.
- Author's chair: three students read their full response to the class.
- Gallery walk: post the responses and let students place a yellow dot beside the strongest piece of evidence they find.
- Recorded reading: record the responses for a listening station so students hear complete CSI aloud.
- Class anthology: bind one full response from every student into a Cluster 2 Writers booklet and place it in the classroom library.

Additional Writing Opportunity - Resources

Teacher Resource

Extra Revision & Editing Tools

Here are some additional Teach BIG resources that complement this Plan, Revise, Edit, and Share lesson:

- Revising and Editing Daily Slides
- Editing and Revision Daily Teacher Lesson Plans
- Editing and Revision Daily Student Interactive Workbooks

At Home Connection

Purpose

At Home Connection extends the module beyond the classroom through short, conversation-based experiences. Students explain what they learned to someone at home, connect the learning to everyday life, look for examples of the skill in the world around them, and do a small amount of authentic writing. These are not long assignments. Each card is designed to take a few minutes and to end in a conversation rather than a worksheet.

Two more low-material features worth adding

Feature	How It Works
Signature strip	Every card carries one short signature line at the foot. A family member signs to show the conversation happened. No writing is required from the adult, which keeps the workload on the conversation rather than on paperwork.
Two-week card pocket	Send all three cards home in one envelope at the start of the module and let families choose the order. Families with a busy Tuesday can do the card on Thursday, and nothing is late. Staple the envelope inside the Interactive Notebook so it does not get lost.

Cut the three cards apart on the following pages. Two cards go to the whole class. The third is the same assignment with more language support built in.

At Home Connection - Task Cards 1 and 2

At Home Connection - Task Card 1

Prove It

TEKS: 11B(iii), 12B(i)

- Make one claim about your home, such as our kitchen is the busiest room.
- Find one piece of proof for it. It can be something you see, something you hear or something that happens.
- Write three sentences: the claim, the proof, and one sentence beginning This shows that.

Talk about it at home

Ask them: what proof would you use for the same claim?

Family member signature

At Home Connection - Task Card 2

Photo Evidence

TEKS: 11B(iii), 11D(iii)

- Look at one family photograph with someone at home.
- Write what the photo shows about your family. Use one past tense verb.
- Write one sentence beginning This shows that, telling something the photo does not say out loud.

Talk about it at home

Ask them: what were you thinking about on the day this photo was taken?

Family member signature

At Home Connection - Task Card 3

Purpose of this version - teacher information only

Teacher note. Task Card 3 is a scaffolded version of the same assignment, built to give an emerging bilingual student more language support. It supplies oral rehearsal before writing, a word bank, a sentence frame, a drawing option, and permission to discuss the task in the home language before answering in English. The student-facing card looks and reads like any other card in the set and never labels the student. Hand it out the same way you hand out the others.

At Home Connection - Task Card 3

Show It, Then Say It

TEKS: 11B(iii), 12B(i)

- Word bank: proof, shows, because, evidence, true.
- Say the frame out loud twice: My proof is _____. This shows that _____.
- Point to one real thing in your home that proves your family works together.
- You may draw it and label it, or say your two sentences out loud to someone instead of writing them. Any language is welcome for the talking part.

Talk about it at home

Ask them: what is something in our home that proves we take care of each other?

Family member signature _____

Student Tracking Sheet - Module 4

Students rate themselves and then give their proof. A rating without proof is a guess.

I Can Track	My Rating (circle one)	My Proof
I can tell the difference between a reason and evidence.	Not Yet / Almost / Yes	
I can find evidence in the passage that proves my reason.	Not Yet / Almost / Yes	
I can name the paragraph my evidence came from.	Not Yet / Almost / Yes	
I can write a Connect sentence and a Support sentence.	Not Yet / Almost / Yes	
I can write an Infer sentence that says what my evidence shows.	Not Yet / Almost / Yes	

Five ways to make this tracking sheet come alive

1. Proof paragraph rule: no row may be rated Yes without a paragraph number written in the proof column, so every claim is traceable.
2. Infer spotlight: at the end of each day, three students read only their Infer sentence aloud and the class decides whether it says something new.
3. Cluster review: students lay all four module trackers side by side and circle the row that changed the most across the month.
4. Student-led conference: each student uses the four trackers to give a two-minute account of their growth to the teacher or to a family member.
5. Cluster 3 bridge: students write one sentence naming the row they want to keep working on and place it inside the front cover of the next cluster's notebook.

Teacher Closure Script

Read this aloud to close the module



“This week you grew the evidence branch, and with it your whole tree is standing. You learned that evidence is proof from the passage and that it has to prove the exact reason it sits under, not just come from the same page. You learned the CSI habit: Connect to the prompt, Support your thesis (central idea), your central idea, and Infer more ideas. And you kept every mark from the whole cluster: the noun or topic in a red circle, the verb or charge in a yellow box, the clue word in a green triangle, and evidence and proof in yellow. So here is our answer to the big question: a writer proves a reason is true by finding the exact place in the passage that shows it and then saying what it means. You started this month unable to tell what a prompt was asking. You are finishing it able to build a full informative response from the ground up.”

Module Essential Question, answered

Question: How does a writer prove that a reason is true?

Answer: A writer proves that a reason is true by finding the exact place in the passage that shows it, connecting that proof to the prompt, using it to support the thesis (central idea), and then inferring what it means, because proof that is not explained is only a quotation.

Teacher Reflection - Module 4

These questions are specific to this module. Write enough that you can act on it next year.

Which part of CSI produced the strongest student understanding, and which was weakest?

How many students stopped after the Support sentence, and what will you change in the modeling to prevent it?

What evidence showed you that students understood relevance rather than mere accuracy?

Which reason-and-evidence pair caused the most disagreement during Evidence Grab?

Which discussion question produced the strongest reasoning about true-but-irrelevant evidence?

Which students still need the Evidence Finder intervention before Cluster 3?

Which students are ready for the Evidence Collector enrichment?

Did the very high stamina passage change how students searched for proof compared with the earlier weeks?

Looking across all four modules, which branch of the tree is strongest in this class and which needs distributed practice in Cluster 3?

Is there an area where you should ask a fellow teacher, coach, or expert for support?

Teacher Notes

This page is for lesson internalization, observations, student evidence, and next-step planning. Use it for what you notice during the week: misconceptions worth reteaching, students needing support, students ready for extension, ideas for the next lesson, and questions to revisit.

Teacher Artifacts of Effectiveness

Five artifacts you could collect from this module to demonstrate complete implementation and instructional effectiveness.

- A student's Write a CSI Response page with the three moves labeled C, S, and I, paired with the Day 5 exit ticket.
- A photograph of the CSI anchor chart with the class's own model response written underneath.
- A Student Interactive Notebook sample showing the leafed evidence branch with paragraph numbers recorded on the leaves.
- A photograph or short video of one pair playing Evidence Grab at the moment they disagree and argue it out.
- A four-week set from one student - the Module 1, 2, 3, and 4 exit tickets stapled in order - showing the growth from marking a prompt to writing a complete evidence-based response.

Optional Culminating Project

Keeping History Alive: An Everyday-Life Museum

This optional project asks students to put the whole cluster together at once. Across four weeks students learned to shape a prompt, write a thesis (central idea), organize reasons or ways, and prove each reason with evidence. This project gives that work a real audience and a real subject: the ordinary daily life of people in the past and in their own community. It is cross-curricular by design, joining the writing skills of the cluster to the Grade 3 social studies work on community, culture, historical figures and change over time.

The student challenge

Laura Ingalls Wilder kept history alive by writing about everyday life. Carmen Lomas Garza kept culture alive by painting everyday life. Your challenge is to become the third person in that line. Build one exhibit for our Everyday-Life Museum that shows what daily life is like for the people in your community, and prove your thinking the way a Writing Academy writer does: with a thesis (central idea), reasons, and evidence.

Teacher script - read this to launch the project



"Laura Ingalls Wilder kept history alive by writing about ordinary days. Carmen Lomas Garza kept her culture alive by painting them. Neither one of them wrote about anything grand. They wrote and painted supper, and chores, and the people on their own street, and that is exactly why we still have their world to look at. Now it is your turn to be the third person in that line. Your exhibit does not need a famous subject. It needs your community, seen closely, and it needs you to prove your thinking the way we have all month: a thesis (central idea), our central idea, then your reasons, then real evidence for every reason. One hundred years from now, somebody could be looking at what you make to find out what life was like here. Build it like that matters, because it does."

Learning goals

- Combine reading, writing, thinking and vocabulary from all four modules in one piece of work.
- Write a thesis (central idea) about everyday life and support it with at least three distinct reasons.
- Prove every reason with evidence taken from a text, an interview, or a primary source, and explain what the evidence shows.
- Connect one historical figure to one idea about community, culture or change over time.
- Present the exhibit clearly enough that a visitor who was not in the class understands it.

Project directions

1. Choose your subject: your own family, your neighborhood, your school, or a group in your community.
2. Choose one of the two cluster authors as your model and say why you chose that one.
3. Write the prompt for your own exhibit. Mark the topic in a red circle, the charge in a yellow box and the clue word in a green triangle.
4. Write your thesis (central idea) using all three parts.
5. Magnify your sources. Collect at least eight details, then sort them into three named baskets.
6. Turn each basket into a reason statement.
7. Find one piece of evidence for each reason. Write a CSI response for each: Connect, Support, Infer.
8. Choose your final product from the list on the next page and build it.
9. Add one social studies connection card to your exhibit.
10. Rehearse your presentation once with a partner before museum day.

Optional Culminating Project - Responsibilities and Components

Individual and group responsibilities

Grouping	Who Is Responsible for What
Working alone	The student completes the prompt, thesis (central idea), three reasons, three CSI responses, the final product and the social studies card.
Working in a pair	Partner A leads the thesis (central idea) and the reasons. Partner B leads the evidence and the CSI responses. Both build the final product and both speak on museum day.
Working in a group of three	One student is the Writer, responsible for the thesis (central idea) and reason statements. One is the Evidence Keeper, responsible for the CSI responses and the source list. One is the Curator, responsible for the final product, the labels and the social studies card. All three present.

Required components

- ☐ A shaped prompt with all three marks.
- ☐ A thesis (central idea) with all three parts.
- ☐ Three named baskets and three distinct reason statements.
- ☐ Three CSI responses, one for each reason, each naming its source.
- ☐ One social studies connection card: the historical figure, the community idea, and one sentence on what changed over time.
- ☐ A finished product from the choice list.
- ☐ A source list. A book, an article, a photograph, an object, or an interview all count.
- ☐ A one-minute spoken introduction for museum day.

Suggested process

Session	Time	What Students Do
Day 1	 About 25 minutes	Choose a subject and a model author. Write and mark the prompt.
Day 2	 About 25 minutes	Write the thesis (central idea). Begin collecting details.
Day 3	 About 30 minutes	Sort details into three baskets and name them. Write the three reason statements.
Day 4	 About 30 minutes	Write the three CSI responses. Complete the source list.
Day 5	 About 40 minutes	Build the final product and the social studies card.
Day 6	 About 30 minutes	Rehearse with a partner, then hold museum day.

Optional Culminating Project - Connections and Expectations

Connection to the Writing Academy skills

- Module 1 - the student shapes an original prompt rather than one supplied by the teacher.
- Module 2 - the thesis (central idea) must contain the noun of importance, the verb of importance and the student's own answer, in the structure the clue word demands.
- Module 3 - the three baskets must be distinct, and the basket name must cover every detail inside it.
- Module 4 - every reason carries evidence, and every piece of evidence carries an Infer sentence.
- TRACKS - the source list is annotated with TRACKS letters so students name what kind of evidence each source gave them.

Social Studies connection

- Historical figures: students study how one person's record of ordinary life became a source historians use.
- Community: students describe the customs, work and celebrations of a group of people in their own community.
- Culture: students explain how traditions are passed from one generation to the next, as Garza's paintings do.
- Change over time: students name one thing about daily life that is different now from the way it was in the passages, and one thing that is the same.
- Geography: students say how the place people live shapes the way they live, using the prairie and South Texas as their two models.

Expectations for the final product

- ☐ The exhibit states one clear thesis (central idea) that a visitor can find in under ten seconds.
- ☐ Three reasons are visible and distinct.
- ☐ Every reason is paired with its evidence, and the source is named.
- ☐ Every piece of evidence is followed by a sentence saying what it shows.
- ☐ The social studies connection card is complete.
- ☐ Spelling and capitalization have been edited using the Cluster 2 editing checklist.
- ☐ The work is neat enough to be read from about three feet away.

Optional Culminating Project - Choose Your Final Product

Every choice below proves the same thinking. Let students pick the one that fits the way they work best.

Final Product Choice	What It Looks Like
Museum display board	A tri-fold or poster exhibit with labeled sections for the thesis (central idea), the three reasons and the evidence.
Illustrated book	A short book in the Garza tradition: one painting or drawing per page with the reason and its evidence written underneath.
Digital slide exhibit	One slide per reason, with an image, the evidence and the Infer sentence.
Narrated audio tour	A recorded two-minute tour of the exhibit. The recording must include the thesis (central idea) and all three reasons.
Class anthology	Every student contributes one page; the class binds them into a single Everyday-Life anthology for the school library.
Paired oral presentation	Two students present one exhibit together, each taking two of the four parts: thesis (central idea), reason one, reason two, reason three.
Family recipe or tradition card set	A set of illustrated cards, each recording one family tradition with its evidence and its meaning.
Then-and-now photograph panel	A paired panel showing an everyday activity long ago and the same activity today, with a written explanation of what changed.

Presentation and sharing

Hold a twenty-minute museum day. Half the class stands with their exhibits while the other half walks through as visitors, then the groups trade. Each presenter gives the same one-minute introduction: the thesis (central idea), the three reasons, and one piece of evidence they are proud of. Invite a second class, a school leader, or families if that is possible. Visitors leave one written comment naming the strongest piece of evidence they saw.

Where Else Can We Use This?

Purpose

The skills in this cluster are not writing-class skills. Shaping a task before starting it, stating a clear idea, giving reasons, and backing them with proof are the moves people use in every subject, in daily life, and in almost every job. This page makes that plain to students so the learning does not stay locked inside one folder.

A. Around School

Subject or Situation	How the Cluster 2 Skills Are Used
Social Studies	When a question asks why a community grew in one place, students shape the question, state a claim, and prove it with details from a map, a photograph or a text - exactly the Cluster 2 moves.
Science	A conclusion in a science notebook is a thesis (central idea) with evidence. Students state what happened, give the reason, and cite the measurement that proves it.
Mathematics	Explaining a solution is a CSI response. Connect to the problem, support with the steps you took, and infer what the answer means.
Fine Arts	Describing what a painting shows and why it matters is the Garza work of this cluster, applied to any artwork on the wall.
Research and presentations	Sorting notes into baskets is how any research project becomes an organized talk instead of a pile of facts.

B. Outside of School

Everyday Situation	How the Cluster 2 Skills Are Used
Asking for something and being believed	Wanting a later bedtime or a new responsibility works better with a clear claim and two reasons than with a repeated request.
Explaining what happened	Telling an adult about a disagreement clearly means giving the reason and the proof, not just the feeling.
Deciding between two choices	Choosing between two teams, two books or two plans is basket work: collect the details, group them, and see which group is stronger.
Telling a family story	Ordinary details are what make a story real. That is the whole lesson of both passages in this cluster.
Judging something you read or watch online	Asking where is the proof for that is the single most useful habit in this cluster.

C. Someday at Work

Occupation or Career Field	Why These Skills Matter in That Work
Teacher or school leader	Explaining a decision to families requires a claim, reasons and evidence, in that order.
Museum curator or historian	Curators do exactly what this cluster teaches: choose the evidence, label it, and explain what it shows.
Journalist or author	A reporter states the point, then proves it with quotations from real people. Laura Ingalls Wilder built a career on it.
Doctor, nurse or veterinarian	A diagnosis is a claim supported by evidence, explained clearly to someone who is worried.
Engineer, architect or builder	A proposal has to say what it will do, why that is the best plan, and what data supports it.
Lawyer or judge	Claim, reason, evidence, explanation. This cluster is the beginning of that work.

Teacher script - read this to your students



“Look at what you did this month. You learned how to take a big question apart, say what you think, give your reasons, and prove it with real evidence. That is not a third-grade trick. That is what scientists do in a lab, what curators do in a museum, what doctors do when they explain a diagnosis, and what you will do the next time you want a grown-up to believe you. You will use this in social studies next week, in science next month, and in a job you have not even heard of yet. Every time you say here is what I think and here is my proof, you are using the thinking you built right here in Cluster 2. Keep it. It travels with you.”

These are a few of my favorite things!

Purpose of this page

This page is yours. Use it at the end of the cluster to record the three favorite things that happened while you taught it: the part you loved teaching, the moment a student surprised you, and the success story you want to remember. Write it down while it is still fresh. These notes become the best planning tool you own the next time you teach this cluster, and the fastest way to tell a colleague, a parent, or an administrator what this work does for children.



My **favorite part to teach** during this cluster was....



My favorite **ah-ha moment from a student** during this cluster was....



The **biggest success story** during this cluster was....
