

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 3

Extended Constructed Response - Informational

TEACHER LESSON PLAN GUIDE

Grade 3 • Cluster 3

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Statement of Purpose

Cluster 3 has students write a full informative Extended Constructed Response, learning to analyze what a prompt is really asking and to match reasons, evidence, and explanations with precision.

Across four modules students move from prompt analysis and thesis writing, to advanced prompt analysis, to magnifying reasons for WHY prompts, and finally to matching reasons, evidence, and explanations. Stamina grows from Low to Very High.

Abstract

Module 1, Prompt Analysis & Thesis (Central Idea) Writing, builds the foundation of the response.

Module 2, Advance Prompt Analysis, teaches students to read what a prompt is really asking.

Module 3, Magnifying Reasons for WHY Prompts, helps students narrow and organize their thinking, and Module 4, Matching Reasons, Evidence, and Explanations, finishes the response with precise support. 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 3. 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
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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

Prompt Analysis & Thesis (Central Idea) Writing

Week 1 • Low Stamina • approximately 150 words

Module 1: Prompt Analysis & Thesis (Central Idea) Writing

Week 1 - Low Stamina - approximately 150 words

A Little Inspiration Goes a Long Way!

Great teachers do not just teach answers - they teach students how to turn their understanding into a clear central idea. When a child learns to shape a prompt, find the conflict, and state a reason, every ECR begins with stronger thinking.

Why This Module Matters

Students often find a detail in a text but do not know how to turn that detail into an answer. This module teaches students that an Extended Constructed Response (ECR) begins with a thesis (central idea), or central idea, that clearly and completely answers the prompt. Students connect a problem and its solution to reasons, evidence, and explanation so their writing shows their thinking.

Module Essential Question

How can a writer shape an ECR prompt and write a thesis (central idea) that clearly answers it?

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.

Family Letter

Dear Families,

This week your child is learning how to analyze a writing prompt and build a strong thesis (central idea), also called a central idea, for an Extended Constructed Response (ECR). Students will use hand movements to shape the prompt: a circle for important nouns, a box for an important verb, and a triangle for clue words such as WHY and HOW. Then they will use the problem in the text to help them write a complete answer.

We will read "Why We Need Laws" and "The Lunchroom Discovery." In these texts, students will notice problems, solutions, safety, fairness, and discovery. They will practice writing a thesis (central idea) that matches the prompt and gives a clear reason. Later, they will add evidence and explanation to make their thinking visible.

Please ask your child to show you how to shape a prompt and to explain the difference between a WHY prompt and a HOW prompt. Ask them to share one thesis (central idea) about laws or Pasteur's discovery.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija está aprendiendo a analizar una pregunta de escritura y a crear una tesis fuerte, o idea central, para una Respuesta Construida Extendida (ECR). Los estudiantes usarán movimientos con las manos para dar forma a la pregunta: un círculo para los sustantivos importantes, un cuadro para un verbo importante y un triángulo para palabras clave como POR QUÉ y CÓMO. Después usarán el problema del texto para escribir una respuesta completa.

Leeremos "Por qué necesitamos leyes" y "El descubrimiento en la cafetería." Los estudiantes practicarán escribir una tesis que coincida con la pregunta y dé una razón clara. Pídale a su hijo o hija que le muestre cómo dar forma a una pregunta y que comparta una tesis sobre las leyes o el descubrimiento de Pasteur.

Con aprecio, La maestra o el maestro 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 how you shape a writing prompt. What does each hand shape mean?
- What is the difference between a WHY prompt and a HOW prompt? Teach me.
- What problem did people have before they made laws?
- How did Pasteur's discovery help keep people safe?
- Read one of your theses to me. How do you know it matches the prompt?

Simple Family Activities

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

Family Activity - Shape the Question

Ask your child a real question, such as "Why do we have rules at home?" Have your child make a circle for the important noun, a box for the verb, and a triangle for the clue word. Then have them say what kind of thinking the question requires.

Family Activity - Problem and Solution Talk

Talk about a small problem your family solved this week. Ask your child to complete: "The problem was _____. The solution was _____. This matters because _____." Then ask them to turn the idea into one complete thesis (central idea) sentence.

Module 1 — Lesson Overview and Standards

Lesson Overview

An Extended Constructed Response (ECR) asks students to make their thinking visible. Before students can write a strong response, they must understand the prompt and state a thesis (central idea) that answers it. In "Prompt Analysis & Thesis (Central Idea) Writing," students shape the prompt by identifying important nouns, the important verb, and the WHY or HOW clue. They use the conflict in "Why We Need Laws" and "The Lunchroom Discovery" to develop a thesis (central idea), then connect their thesis (central idea) to reasons, evidence, and explanation.

BIG Goal: Students will analyze an ECR prompt and write a thesis (central idea) that answers it clearly and completely.

TEKS Correlations

The Student Expectation column below is the exact wording of each TEKS breakout — quoted verbatim from the Texas Essential Knowledge and Skills, not paraphrased.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where It Is Taught and Practiced in This Module
3.11A(i)	Writing Process — Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Days 1-3: students shape the ECR prompt and plan a thesis (central idea) that answers the prompt.
3.11C(i)	Revising	revise drafts to improve sentence structure	Day 4 and the additional writing opportunity: students revise a thesis (central idea) so it is complete, clear, and matches the prompt.
3.12B(i)	Writing — Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students write a thesis (central idea) for an ECR about a text-based problem and solution.
3.12B(ii)	Writing — Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-5: students apply ECR parts: thesis (central idea), reasons, evidence, explanation, and significance.
3.12B(iii)	Writing — Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Days 3-5: students explain how evidence supports their thesis (central idea) and choose precise language.

Interdisciplinary context (background only, not a writing standard): "Why We Need Laws" connects to Social Studies 3.2A, and "The Lunchroom Discovery" connects to Social Studies 3.13A.

Module 1 — 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 of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	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 orally with increasing specificity and detail during 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.	Days 1, 2, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, 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 2, 3, and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the additional writing opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

Module 1 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they analyze ECR prompts and write a thesis (central idea).

Level	Language Objective
Pre-Production	Point to the important noun, important verb, and WHY or HOW clue when the teacher names them, using the circle, box, and triangle.
Beginning	Match a prompt to WHY or HOW using a picture-supported problem-and-solution chart.
Intermediate	Say the problem and a reason using the frame, "The problem was _____. So, _____."
High Intermediate	Explain in a complete sentence why a thesis (central idea) matches a prompt.
Advanced	Write an independent thesis (central idea) that answers a new ECR prompt and connects to the conflict in the text.

Students at the Pre-Production and Beginning levels will rely on shape cues, visuals, and sentence frames; students at the Intermediate and higher levels will use the frames to explain their thinking in their own words.

Language Domains

This module builds all four language domains as students learn shaping the prompt and writing a thesis (central idea). Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear a WHY or HOW prompt read aloud, then name the answer it calls for.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students shape a prompt and state a thesis (central idea) in writing, moving from a spoken idea to a written response.

Module 1 — Learning Destination

Module Learning Objective

Students will shape an Extended Constructed Response (ECR) prompt and write a thesis (central idea) that clearly and completely answers WHY or HOW using the problem in the text.

I Will Statements

- I will find important nouns, the important verb, and the clue word in a prompt.
- I will decide whether a prompt asks WHY or HOW.
- I will identify the problem in the text.
- I will write a thesis (central idea) that matches the prompt.
- I will connect my thesis (central idea) to reasons, evidence, and explanation.

I Can Statements

- I can shape a prompt with a circle, box, and triangle.
- I can tell whether a prompt asks for reasons or a way something happened.
- I can use the conflict in a text to help me think.
- I can write a complete thesis (central idea) for an ECR.

★ Daily Deck

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

- I identify the important nouns, important verb, and clue word in the prompt.
- My thesis (central idea) answers the exact question the prompt asks.
- My thesis (central idea) is a complete sentence and connects to the problem in the text.
- I can explain how evidence would prove my thesis (central idea).

Evidence That Will Demonstrate Mastery

- A completed shaped prompt and independent thesis (central idea) from Day 3.
- A revised thesis (central idea) that improves sentence structure from Day 4.
- The Day 5 exit ticket, in which the student explains a thesis (central idea) to a partner and writes one independently.

Module 1 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart. You may provide a sentence frame. You may not tell a student the answer to the prompt or supply the reason that makes the thesis (central idea) complete. The student must still shape the prompt, identify the conflict, and write a thesis (central idea) that matches.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify important nouns, the important verb, and the WHY or HOW clue in a prompt.	Supported on Day 1.	The prompt is shaped correctly.
Inferential	Connect the conflict in the text to a reason or way the problem was solved.	Guided on Days 1-2, independent by Day 3.	The student states a complete thesis (central idea).
Evaluative	Judge whether a thesis (central idea) matches the prompt and fully explains the relationship between problem and solution.	Partner discussion on Days 2 and 5.	The student explains why a thesis (central idea) works or revises a weak thesis (central idea).

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A thesis (central idea) is simply any sentence about the passage.	A teacher may accept a true detail even when it does not answer the prompt.	Read the prompt aloud and ask, "Does this sentence answer WHY or HOW exactly?"
Evidence alone makes an ECR strong.	A teacher may stop after students locate a quote or detail.	Ask what the evidence shows and how it proves the thesis (central idea).
Shaping the prompt is only a warm-up.	The work may be rushed before students understand the task.	Protect the prompt-shaping HABIT before students draft.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
WHY and HOW ask for the same kind of answer.	The student gives steps to a WHY prompt or only a reason to a HOW prompt.	Use the clue words and practice the frames: WHY = "because"; HOW = "by."
A short answer is automatically a thesis (central idea).	The student writes "Laws are good" or "Pasteur helped milk."	Ask what problem, reason, and complete idea are missing; rebuild the thesis (central idea) together.
A quote explains itself.	The student adds evidence but repeats it rather than explaining it.	Prompt: "This shows ____ because ____."

Thinking Levels Charts

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Module 1 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
problem	something that needs to be solved	The problem in the poem was ____.
rules	directions that tell people what to do	Rules can help people ____.
safe	protected from danger or harm	Laws help communities stay ____.
fair	treating people in an equal and right way	Everyone should have a ____ chance.
help	to make something easier or better	Pasteur's discovery can ____ people.
show	to make an idea clear	My evidence can ____ my thinking.
think	to use your mind to understand an idea	I ____ about the problem first.
food	things people eat	Germs in ____ can make people sick.
milk	a drink that comes from animals	The ____ is pasteurized.
people	men, women, and children	Laws can protect ____.
town	a place where people live and work	The poem describes a ____.
grow	to get bigger or increase	Problems can ____ without rules.

Tier 2 Vocabulary

Teacher Script

"These are academic thinking words that help us understand questions and explain answers."

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task you are asked to answer	I shape the ____ before I write.
analyze	to look closely at the parts of something	I ____ the prompt.
thesis (central idea)	a sentence that clearly answers the prompt	My ____ answers the question.
central idea	the main point a writer wants the reader to understand	My thesis (central idea) is my ____.
reason	why something is true or happened	A WHY prompt needs a ____.
evidence	proof from the text that supports an idea	I find ____ in the text.
explanation	words that tell how evidence proves an idea	My ____ connects evidence to my thesis (central idea).
significance	why an idea matters	I tell the ____ of the solution.
conflict	a problem or struggle in a text	The ____ helps me write.
solution	an answer to a problem	Laws were a ____ to unfairness.
relationship	the way ideas connect to each other	I explain the ____ between evidence and my thesis (central idea).
revise	to make writing clearer or better	I ____ my thesis (central idea).

Tier 3 Vocabulary

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	Say It This Way	Student-Friendly Definition
argued	AR-gyood	disagreed or spoke angrily about something
fairness	FAIR-ness	the quality of treating people equally and rightly
obey	oh-BAY	to follow a rule or law
community	kuh-MYOO-nuh-tee	a group of people who live or work in the same place
laws	lawz	rules made to keep people safe and treat people fairly
protect	pruh-TEKT	to keep someone or something safe from harm
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety
pasteurized	PAS-chuh-rized	heated to kill harmful germs
germs	jermz	tiny living things that can make people sick
discovery	dih-SKUHV-uh-ree	something new that a person finds out
liquids	LIK-widz	substances that flow, such as milk or water
harmful	HARM-ful	able to cause hurt or danger

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

Module 1 — Background Knowledge and Teacher Context

This module uses two passages about problems and solutions. In the poem "Why We Need Laws," people argue, some take more than others, and fairness is lost. The community creates fair rules so people can live more safely and peacefully. This passage connects to Social Studies 3.2A because it helps students consider how rules and laws support a community.

In "The Lunchroom Discoveries," students discuss Louis Pasteur's work with food and milk. Pasteur discovered that heating liquids could kill harmful germs, making food and milk safer. The drama connects to Social Studies 3.13A through a historical scientific discovery that continues to affect daily life.

More Background for the Teacher

Have you ever wondered how the rules we follow every day actually come to be? Communities often start with shared problems or unfair situations that make people feel unsafe or treated unjustly. When neighbors talk about these issues and agree on what is right, they create simple rules to keep everyone safe and fair. Over time, when many people agree that a rule is necessary for the greater good, it can become an official law. This process protects fairness, safety, and order for everyone in a community, and it is the idea explored in the poem "Why We Need Laws."

Long ago, many people fell ill because of invisible germs hiding in their milk and food. In the 1800s, a French scientist named Louis Pasteur discovered that heating liquids to a certain temperature could kill these harmful germs, a process we now call pasteurization. Because this method proved so effective at protecting public health, many places eventually passed laws requiring milk to be pasteurized before it could be sold. This shift from a scientific discovery to a legal requirement is brought to life in the drama "The Lunchroom Discoveries." Together, both passages show how solving a shared problem can lead to rules and laws that protect and improve daily life.

The ECR Habit

Before writing, students DOT unknown words, shape the prompt, identify the conflict, and create a thesis (central idea). In an ECR, the thesis (central idea) answers the prompt; reasons and evidence support it; explanation makes the evidence-to-thesis (central idea) connection visible; and significance states why the idea matters.

Module 1 — Materials, Preparation, and Timing

Materials to Gather

- Printed copies of both passages
- Interactive notebooks
- Dry erase boards and markers
- Highlighters in three colors
- Sticky notes
- Spinner labeled WHY / HOW / BOTH
- Prompt cards
- A teacher-created or printed path-style gameboard
- Game pieces, such as Pencil Guy markers, eraser toppers, or small figures
- Anchor chart paper

Preparation Before Day 1

- Write the ECR (TREES) reference on chart paper: Thesis (Central Idea), Reason/Way, Evidence, Explanation, Significance.
- Prepare the prompt-shaping anchor chart and hand-movement key: circle = important nouns, box = important verb, triangle = WHY or HOW clue.
- Copy both passages and provide notebooks for students.
- Create the Spin and Shape Showdown gameboard with 12-20 spaces, THESIS (Central Idea) CHECK spaces every four squares, and a final MASTER OF THE PROMPT space.
- Print and cut the prompt cards; prepare a Practice Pocket envelope or scrap paper for each group.

Timing and Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	Hook, DOT habit, shape the prompt, and model a thesis (central idea).
Day 2	15	A — Attempt	Play Spin and Shape Showdown to practice prompt analysis and thesis (central idea) writing.
Day 3	15	D — Discuss + U — Use	Discuss the conflict and independently shape a prompt and write a thesis (central idea).
Day 4	15	A — Award + T — Target	Celebrate successful thinking, revise a thesis (central idea), and name a next step.
Day 5	15	E — Educate and Explain to Others	Teach a partner how to shape a prompt and share a thesis (central idea).

Tiny Times Transition

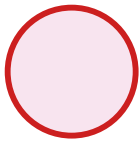
A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the prompt-shaping HABIT.

When to use a Tiny Time: whenever the class moves from one activity to the next, whenever energy dips, and right before students write a thesis (central idea).

How to run a Tiny Time, step by step:

- Signal the class and get all eyes on you.
- Teacher script: "Tiny Time! Show me a circle." Call one shape at a time — circle, box, or triangle.
- Students make the shape with their hands and whisper: circle = important nouns; box = important verb; triangle = WHY or HOW clue.
- Call two or three shapes in a row, then have students return quietly to their seats ready to work.

Module 1 — Anchor Charts and the DOT Reading Habit



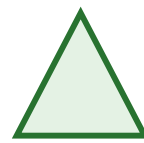
Red Circle

Noun (topic)



Yellow Box

Verb (action)



Green Triangle

Clue word (what/why/how)

Shape	Part of the Prompt	What It Means
Circle	Important Nouns	The important ideas the prompt is about.
Box	Important Verb	The action or thinking the prompt asks you to do.
Triangle	Clue Words	WHY or HOW tells the kind of answer to write.

Letter	ECR Part	What It Means
T	Thesis (Central Idea)	The answer to the prompt.
R	Reason/Way	Why or how it is true.
E	Evidence	Text proof.
E	Explanation	How the evidence proves it.
S	Significance	Why it matters.

The DOT Reading Habit

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."

Board text: Dot = I'm not sure about this word yet.

Encouragement: "This helps your brain keep track of words you are learning. Good readers notice the words they are still growing into."

Create the Anchor Chart

Teacher directions: Build an anchor chart from the information on this page. Write: "A prompt is what we are asked to think about and answer. We SHAPE the prompt to understand it." Add the circle, box, and triangle movements and what each one marks. Add the ECR (TREES) chart and the DOT reminder. Display it all week so students can refer to it.

Module 1 — Prompt Analysis & Thesis (Central Idea) Writing: Modeled Annotation

Teacher Script

"Watch how I think like a reader and writer."

Display this model prompt: Explain WHY laws help communities stay safe and fair.

Teacher Script

"I see the word 'WHY.' That tells me I need reasons."

Teacher Script

"I'm circling 'laws' and 'communities' because those are the important ideas."

Teacher Script

"I'm boxing 'help' because that tells me what action is happening."

Teacher Script

"Now I'm ready to write my thesis (central idea)."

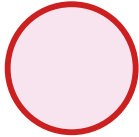
Daily Deck Slide

The model thesis (central idea): Laws help communities stay safe and fair because they create structure and protect people from unfair actions.

Teacher reminder: A thesis (central idea) answers the prompt clearly and completely. Before students draft, invite them to DOT unknown words and locate the conflict in the passage. Then ask students to plan the reason, evidence, explanation, and significance they could add to their ECR after the thesis (central idea).

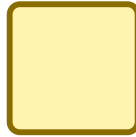
Module 1 — Prompt Shaping and ECR (TREES)

Students use a prompt-shaping HABIT before writing an Extended Constructed Response. The prompt tells students what to think about; the ECR (TREES) chart tells students how to make their thinking visible.



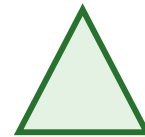
Red Circle

Noun (topic)



Yellow Box

Verb (action)



Green Triangle

Clue word (what/why/how)

Shape	Marks	Meaning
Circle	Important nouns	The important ideas the prompt is about.
Box	Important verb	The action or thinking the prompt asks you to do.
Triangle	WHY or HOW clue	Whether the writer needs reasons or a way something happened.

ECR (TREES) Thinking Chart

Part	What the Writer Does	Question to Ask
Thesis (Central Idea)	Clearly answers the prompt.	What is my central idea?
Reason/Way	Tells why or how the thesis (central idea) is true.	Why is it true, or how did it happen?
Evidence	Gives text proof.	Which detail proves my thinking?
Explanation	Connects the proof to the thesis (central idea).	How does this evidence prove it?
Significance	States why the idea matters.	Why should the reader care?

How to Use the Prompt-Shaping Chart

Teacher Script

"First we circle the important nouns. Next we box the important verb. Then we triangle WHY or HOW. Finally, we use the problem in the text to build a thesis (central idea) that answers the prompt."

Before Students Read

Preview the passages with students before reading. Students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt. (The color-coded copy and the Student Annotation Guide are added once the final passage copies are placed.)

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.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: 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. (Highlight color: 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 (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Why We Need Laws (Stamina: Low)

[1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
[6] Strong voices won while quiet ones stayed brittle.
[7] Disagreements spread like storms across the town,
[8] And fairness often seemed to tumble down.
[9] So people gathered, searching for a way,
[10] To write fair rules that everyone would obey.
[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.

Student Annotation Guide — Why We Need Laws

T — Time

Long ago

R — Reactions

Voices grew loud

A — Actions

Some took more food

C — Character/Concept/Creature

Communities

K — Key Knowledge

laws to guide what people say and do

S — Scenery/Setting

across the town

TRACKS EVIDENCE HIGHLIGHTING — Why We Need Laws

- [1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
[6] Strong voices won while quiet ones stayed brittle.
[7] Disagreements spread like storms across the town,
[8] And fairness often seemed to tumble down.
[9] So people gathered, searching for a way,
[10] To write fair rules that everyone would obey.
[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.

PASSAGE 2 — The Lunchroom Discoveries (Stamina: Low)

[1] Characters: NARRATOR ALEX JORDAN

[2] Scene 1: Lunchroom

[3] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.

[4] *(Alex opens a milk carton and looks at the label.)*

[5] ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?

[6] JORDAN: Really? What kind of problem?

[7] ALEX: A long time ago, people got sick because germs in milk and food weren't destroyed.

[8] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[9] *(Jordan points to the milk carton on the table.)*

[10] JORDAN: Oh! That's why milk is pasteurized now, right?

[11] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[12] JORDAN: So the milk we're drinking is safer because of his discovery.

[13] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day. The Lunchroom Discoveries

Student Annotation Guide — The Lunchroom Discoveries

T — Time

A long time ago

R — Reactions

The two students realize

A — Actions

opens a milk carton; points to the milk carton

C — Character/Concept/Creature

Louis Pasteur

K — Key Knowledge

heating liquids could kill harmful germs; milk is pasteurized now

S — Scenery/Setting

school cafeteria

TRACKS EVIDENCE HIGHLIGHTING — The Lunchroom Discoveries

[1] Characters: NARRATOR ALEX JORDAN

[2] Scene 1: Lunchroom

[3] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.

[4] (Alex opens a milk carton and looks at the label.)

[5] ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?

[6] JORDAN: Really? What kind of problem?

[7] ALEX: A long time ago, people got sick because germs in milk and food weren't destroyed.

[8] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[9] (Jordan points to the milk carton on the table.)

[10] JORDAN: Oh! That's why milk is pasteurized now, right?

[11] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[12] JORDAN: So the milk we're drinking is safer because of his discovery.

[13] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day. The Lunchroom Discoveries

🕒 Day 1 - Gather and Reveal (15 minutes)

G

R

TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B(i) — compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS	1(E) — demonstrate listening comprehension; 3(E) — use pre-reading strategies

GATHER

Teacher Script

"Today, we are stepping into the role of thinkers and problem-solvers. I want you to imagine this—what if our classroom had no rules?"

(Pause. Let students react.)

Teacher Script

"Would it be calm? Fair? Safe?"

Teacher Script

"Now, what if milk wasn't safe to drink?"

(Hold up milk carton or pretend.)

Teacher Script

"You are about to discover that BOTH of our texts are built around a BIG idea... a PROBLEM and how people solved it."

Teacher Script

"Today, your brain is going to learn how to unlock prompts and build powerful thesis (central idea) statements."

★ Daily Deck Slide

Display the titles "Why We Need Laws" and "The Lunchroom Discovery." Read the passages as inserted by the renderer.

🔊 Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

★ Daily Deck Slide (cont.)

Students DOT unknown words as they read.

REVEAL

★ Daily Deck Slide

A prompt is what we are asked to think about and answer. We SHAPE the prompt to understand it.

Prompt Shaping Movements:

- Circle with hands -> Important NOUNS
- Box with hands -> Important VERB
- Triangle with hands -> Clue words (WHY or HOW)

Display: Explain WHY laws help communities stay safe and fair.

🔊 Teacher Script

"Watch how I think like a reader and writer."

🔊 Teacher Script

"I see the word 'WHY.' That tells me I need reasons."

🔊 Teacher Script

"I'm circling 'laws' and 'communities' because those are the important ideas."

🔊 Teacher Script

"I'm boxing 'help' because that tells me what action is happening."

**Teacher Script**

"Now I'm ready to write my thesis (central idea)."

**Daily Deck Slide**

Laws help communities stay safe and fair because they create structure and protect people from unfair actions.

Embedded Check for Understanding

Ask students to make the circle, box, and triangle movements as you reread the model prompt. Students turn to a partner and say whether the prompt needs reasons or a way something happened.

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Focus
TEKS	3.11A(i) — plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
ELPS	1(C) — follow oral directions with accuracy; 2(E) — explain information orally

ATTEMPT

Students cut out the game cards in their Interactive Notebooks and use an envelope or scrap paper to make a Practice Pocket. Students play in pairs or groups of 2-4.

Spin and Shape Showdown — InterActivity

🔊 Teacher Script

"Use a path-style gameboard with 12-20 spaces, THESIS (Central Idea) CHECK spaces every four squares, and a final MASTER OF THE PROMPT space. Each student selects a Pencil Guy marker. Students spin WHY, HOW, or BOTH, then draw a prompt card."

For each card, students must:

- Shape the prompt with hand motions.
- Say the prompt type aloud: "This is a ____ prompt because ____."
- Write a thesis (central idea).

Correct thesis (central idea): move forward two spaces. Incorrect thesis (central idea): stay and try again. At a THESIS (Central Idea) CHECK, students explain why their thesis (central idea) works and connect it to the conflict in the text. A strong explanation earns two extra spaces.

🔊 Teacher Script

"I am not just looking for answers—I am listening for thinking."

🔊 Teacher Script

"Your thesis (central idea) must MATCH the prompt."

**Teacher Script**

"Tell me—where is the conflict in your thinking?"

Prompt Cards

- Explain WHY laws were needed in "Why We Need Laws."
- Explain HOW problems grew without rules in the poem.
- Explain WHY fairness was difficult before laws were created.
- Explain HOW Pasteur's discovery solved a problem.
- Explain WHY pasteurization helps people today.
- Explain HOW the problem in the drama connects to safety.
- Explain WHY strong voices created conflict in the poem.
- Explain HOW laws changed the community.

**Answer Key**

- Laws were needed because people argued, fairness was lost, and problems grew without rules.
- Pasteur solved the problem by discovering that heating liquids kills harmful germs.

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B(ii) — compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
ELPS	2(E) — explain information orally; 4(D) — write using grade-appropriate sentence lengths and types

DISCUSS

Display: Explain WHY laws were needed in the poem.

🔊 Teacher Script

"What told you this was a WHY prompt?"

Students respond: "The word WHY told me to give reasons."

🔊 Teacher Script

"How did the conflict help you write your thesis (central idea)?"

Students respond: "The problem helped me know what to explain."

🔊 Teacher Script

"Yes. The conflict is your anchor. Without it, your thinking floats."

Together, students circle the important nouns, box the important verb, and triangle WHY. Discuss the conflict: people argued, fairness was lost, and problems grew without clear rules. Students orally rehearse a thesis (central idea).

USE (Independent Practice)

🔊 Teacher Script

"Now you will try this strategy independently."

Prompt: Explain WHY people gathered to create laws in the poem.

Students:

- Shape the prompt in their notebook.
- Write a thesis (central idea).
- Underline the reason in their thesis (central idea).
- Add one piece of evidence and one explanation sentence if ready.

 Answer Key

People gathered to create laws because arguments and unfairness caused growing problems in the community.

Embedded Check for Understanding

Ask: "What happens when your thesis (central idea) does not match the prompt?"
Students explain that a thesis (central idea) must answer the exact WHY or HOW question, not simply state a detail from the passage.

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Focus
TEKS	3.11C(i) — revise drafts to improve sentence structure
ELPS	2(F) — respond to information; 4(E) — write using conventions

AWARD



Teacher Script

"Class... I want you to imagine something."



Teacher Script

"The lights dim. The music builds."



Teacher Script

"You are no longer just students... you are thinkers stepping onto a stage."



Teacher Script

"Today's movie is called... 'The Moment They Figured It Out.'"

(Pause for effect.)



Teacher Script

"And YOU are the main characters."

Students stand and hold their notebook like a script.

Teacher calls:

- "If you shaped your prompt correctly—take one step forward."
- "If your thesis (central idea) matched the prompt—take another step."
- "If you used the conflict to guide your thinking—take one more step."

Students write:

- "I used the conflict to help me think because..."
- "My thesis (central idea) shows I understand because..."

Recognition options: Director's Cut, Spotlight Moment, or Standing Ovation for effort, not perfection.

TARGET



Teacher Script

"Every great movie has a sequel... and every great thinker has a next step."



Teacher Script

"Today you learned how to shape prompts and build a thesis (central idea)."



Teacher Script

"But strong thinkers always ask..."



Teacher Script

"What do I still need to grow?"

Students complete:

- One thing I did well:
- One thing I will improve:
- One question I still have:

Revise this weak thesis (central idea) for clarity and completeness: Laws are good.
Possible revision: Laws were needed because people argued, fairness was lost, and problems grew without rules.

Curiosity questions:

- "What happens if a thesis (central idea) answers the wrong question?"
- "Can two people have different theses and both be correct?"
- "How does understanding the problem make writing easier?"

Closing Encouragement



Teacher Script

"Your brain is growing. And growth means you don't have to be perfect—you just have to be improving."

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B(iii) — compose informational texts, including brief compositions that convey information about a topic, using craft; 3.11C(i) — revise drafts to improve sentence structure
ELPS	2(E) — explain information orally; 4(D) — write using grade-appropriate sentence lengths and types

EXPLAIN

Students turn and teach:

- How to shape a prompt.
- The difference between WHY and HOW.
- One thesis (central idea) they wrote.

Teacher circulates and listens for clarity.

🔊 Teacher Script

"Today, you didn't just answer questions—you learned how to control your thinking."

🔊 Teacher Script

"When you shape a prompt, you take charge."

🔊 Teacher Script

"And when you write a thesis (central idea), you prove that your thinking matters."

EDUCATE

Teacher Script

"Turn to someone near you and teach them what you learned today about shaping a prompt and building a thesis (central idea). Teaching it out loud in your own words is how you prove you truly own it."

Partners use the ECR (TREES) anchor chart to explain where reasons, evidence, explanation, and significance would go after the thesis (central idea).

Closing Encouragement

Teacher Script

"Look how far you have come—you are guiding your own thinking now, not the prompt."

Teacher Script

"When you shape a prompt, you are in control of the question."

Teacher Script

"And when you write a thesis (central idea), you prove that your thinking matters."

Exit Ticket

Prompt: Explain HOW Pasteur's discovery solved a problem.

Students shape the prompt, write a thesis (central idea), and underline the words that tell how the discovery solved the problem.

Answer Key

Pasteur solved the problem by discovering that heating liquids kills harmful germs. Accept complete, prompt-matched theses that state the process and connect to food or milk safety.

Module 1 — Low, Medium, and High Exemplars

These exemplars show three levels of an Extended Constructed Response to the same Module 1 prompt, so teachers can calibrate their expectations and show students what "getting stronger" looks like. Prompt: Explain WHY laws were needed in "Why We Need Laws."

Low Exemplar

- Student Response: "Laws are good."
- What Is Working: The student names a topic from the poem.
- Teacher Notes: The response does not answer WHY and has no reason, evidence, or explanation.
- What Needs Improvement: Use the conflict in the poem to write a complete thesis (central idea).

Medium Exemplar

- Student Response: "Laws were needed because people had problems."
- What Is Working: The thesis (central idea) answers WHY and includes a reason.
- Teacher Notes: The reason is too vague and there is no evidence or explanation.
- What Needs Improvement: Name the conflict precisely and add evidence that proves the thesis (central idea).

High Exemplar

- Student Response: "Laws were needed because people argued, fairness was lost, and problems grew without rules. In the poem, some people took more food while others had too little. This shows that clear laws were needed to protect people from unfair actions and help the community become safe and fair."
- What Is Working: The response has a prompt-matched thesis (central idea), evidence, and explanation.
- Teacher Notes: The explanation makes the connection between evidence and central idea visible.
- What Needs Improvement: Ready for a light revision and partner share.

Exemplar Engagement Activity

Show all three responses without labels. Partners rank the responses and explain why. Then partners improve the Low response one layer at a time: thesis (central idea), evidence, explanation, and significance.

Module 1 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can shape an ECR prompt and write a thesis (central idea) that clearly answers it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, prompt cards, highlighters, and both rendered passages.
Related TEKS Breakout	3.11A(i) planning; 3.12B(i) clear central idea; 3.11C(i) revising sentence structure.
Task	Students independently shape a WHY or HOW prompt, write a thesis (central idea), and revise it for clarity.
Expected Response	Important nouns, important verb, and clue word are identified; the thesis (central idea) is a complete sentence that matches the prompt and names the problem, reason, or way.

Informal Assessment

During Days 1-2, listen as students use hand movements, identify the conflict, and explain why their thesis (central idea) matches the prompt during Spin and Shape Showdown.

Formative Assessment

The Day 3 independent practice is the formative check. Students shape the prompt, write a thesis (central idea), and explain how a detail from the passage could serve as evidence.

Prompt	Prompt Type	Expected Thesis (Central Idea)
Explain WHY people gathered to create laws in the poem.	WHY	People gathered to create laws because arguments and unfairness caused growing problems in the community.
Explain HOW Pasteur's discovery solved a problem.	HOW	Pasteur solved the problem by discovering that heating liquids kills harmful germs.

Answer Key

Teacher note: Accept varied wording when the thesis (central idea) answers the exact prompt and accurately reflects the passage.

Module 1 — Intervention: Build It, Fix It, Say It

Field	Detail
Purpose	Support students who struggle with identifying WHY versus HOW, understanding the prompt, writing a complete thesis (central idea), or connecting to conflict.
Group Size	Small group (3-6 students)
Time Needed	10-12 minutes
Materials	Prompt card, problem-and-solution organizer, weak-thesis (central idea) cards, dry erase boards, and both rendered passages
Relevant TEKS Breakout	3.11A(i) planning; 3.12B(i) clear central idea; 3.11C(i) revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1 - Build It (Scaffolded Thinking)

Teacher Script

"We are going to slow our thinking down and build our ideas step by step. Strong thinkers don't rush—they build."

Display: Explain WHY laws were needed in the poem.

Complete with students:

- The problem was: ____.
- This caused: ____.
- So, laws were needed because: ____.

Possible responses: People argued and fairness was lost. Problems grew, and people took more than others.

Final built thesis (central idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.

Step 2 - Fix It (Error Correction Practice)

Teacher Script

"Sometimes we learn best by fixing what went wrong."

Give students: Laws are good. Pasteur helped milk. People had problems. Milk is safe today.

For each, identify what is missing and rewrite using the problem, the reason, and a

complete idea.

Corrected examples:

- Laws were needed because people argued and fairness was lost.
- Pasteur helped solve a problem by discovering how to kill harmful germs in milk.

Step 3 - Say It (Verbal Practice for Confidence)

Students turn to a partner and complete:

- "The problem was..."
- "So..."
- "That means..."

Teacher model: "The problem was people argued and took more than others. So fairness was lost. That means laws were needed to fix the problem."

Step 4 - Visual Support Option

Students draw a picture of the problem and a picture of the solution. Then write: "The problem was..." "The solution was..." "So..."

Step 5 - Small Group Teacher Table

Ask: "Tell me the problem first." "Now tell me WHY that problem matters." "Now turn that into a sentence."

Teacher Script

"Start with 'because...' and I'll help you finish."

Module 1 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to shape the model prompt.	Students identify important nouns, the important verb, and WHY or HOW.	Students shape every noun or ignore the clue word.	Ask which words carry the task, then reread the prompt together.
Ask what conflict is present in the text.	Students name arguments, unfairness, germs, or unsafe milk.	Students summarize without naming the problem.	Ask, "What needed to be fixed?"
Ask whether a thesis (central idea) matches the prompt.	Students explain that the thesis (central idea) answers the exact WHY or HOW.	Students accept a true but off-topic detail.	Cover the thesis (central idea) and restate the prompt; then check for a match.
Ask how evidence proves a thesis (central idea).	Students connect the detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows ____ because ____."

Student Support Quick Reference

If a student...	Support to Provide
Confuses WHY and HOW	Use WHY = "because" and HOW = "by" sentence frames; route to Build It, Fix It, Say It.
Writes a vague thesis (central idea)	Ask the student to name the problem and what it caused before rewriting.
Drops evidence without explanation	Prompt the student to finish: "This shows ____ because ____."
Masters quickly	Route to Think Like an Author, Write Like a Scholar enrichment.

Supporting Materials in This Book

The prompt-shaping anchor chart, ECR (TREES) chart, weak-thesis (central idea) cards, and sentence frames support this module's checks.

Module 1 — Enrichment: Think Like an Author, Write Like a Scholar

Field	Detail
Purpose	Challenge students who master prompt analysis and thesis (central idea) writing to deepen thinking about relationships and conflict.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, and prompt cards
Relevant TEKS Breakout	3.12B(i) clear central idea; 3.12B(ii) genre characteristics; 3.11C(i) revising
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1 - Dual Lens Thinking (WHY vs HOW)

Display: Explain WHY AND HOW laws improved communities.

Students write:

1. A WHY thesis (central idea) (reasons).
2. A HOW thesis (central idea) (process).

Example:

- WHY: Laws improved communities because they created fairness and reduced conflict.
- HOW: Laws improved communities by setting clear rules that guided behavior and prevented disagreements.

Part 2 - Cross-Text Connection (Higher-Level Thinking)

Display: Explain HOW the problems in both texts are similar and WHY their solutions matter.

Students identify both conflicts, connect ideas across texts, and write one strong thesis (central idea).

Example: The problems in both texts are similar because they involve safety and fairness, and their solutions matter because they protect people and improve communities.

Part 3 - What If Challenge (Creative + Analytical Thinking)

Students respond:

- "What if there were no laws today?"
- "What if milk was never pasteurized?"

Students write a thesis (central idea) that explains WHY or HOW this would affect people.

Example: If there were no laws today, communities would become unsafe because

conflicts would increase and fairness would disappear.

Expert Reflection



Teacher Script

"A tricky prompt does not decide for you—you decide how to think about it."



Teacher Script

"A prompt you have shaped is a prompt you own."



Teacher Script

"And when you write a thesis (central idea), you prove that your thinking matters."

Module 1 — Additional Writing Opportunity: Plan and Draft

Writing Prompt

Explain WHY laws were needed in "Why We Need Laws."

Connection to This Module

This week you learned to shape an ECR prompt and write a thesis (central idea). Now you will use the same HABIT to plan and draft an Extended Constructed Response with a thesis (central idea), reason, evidence, explanation, and significance.

Planning Support

1. Shape the prompt: identify important nouns, box the important verb, and triangle the WHY or HOW clue.
2. Name the conflict in the passage.
3. Write a thesis (central idea) that answers the prompt clearly and completely.
4. Plan a reason and one piece of evidence from the passage.
5. Plan an explanation: how does that evidence prove your thesis (central idea)?
6. Plan a significance statement: why does this idea matter?

Drafting Space

Write your Extended Constructed Response. Start with your thesis (central idea), then add reasons, evidence, explanation, and significance.

Success Criteria

- My thesis (central idea) answers the prompt.
- I include a clear reason and relevant evidence from the passage.
- I explain how the evidence proves my thesis (central idea).
- I state why the idea matters.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your response aloud. Improve one sentence so it is clear and complete (TEKS 3.11C).

Edit

Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share

Read your response to a partner. Your partner names the thesis (central idea), reason, evidence, explanation, and significance.

Companion Resources

Additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and the Module 1 answer keys are available in the companion resources.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the thinking, not only read it. These moments are built around this module's work — shaping the prompt and writing a thesis (central idea):

- Choral-read each prompt twice — the whole class the first time, then just the clue word (why / how) the second time.
- Partner "echo and add": one student restates the prompt, the partner adds the answer it is asking for.
- Sound out the three shapes aloud — say "noun, verb, clue word" as you circle, box, and underline.
- One student reads a model thesis (central idea) aloud; the class gives a silent thumbs signal for whether it answers the prompt.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

Pause Point — Before Writing

Stop and think: What is the prompt really asking me to do? Say it in your own words before you write.

Pause Point — Midway

Stop and think: Does what I have written so far circle the noun, box the verb, and underline the clue word before writing a thesis (central idea)? If not, fix it now, not later.

Pause Point — Before You Finish

Stop and think: Would a reader who never saw the prompt still understand my answer? Add the one sentence that makes it clear.

Module 1 — At-Home Connection

Purpose

These at-home tasks turn your child into a prompt shaper and thesis (central idea) writer at home. They need little or no materials and each one ends in a short conversation, not a worksheet. When a child explains the learning to you, the learning gets stronger.

Feature	Detail
Time	A few minutes each
Materials	None needed

Teacher Information - Task Card 1

Teacher note: send this PINK card home first. It practices shaping an everyday WHY or HOW question.



Task Card 1 - Shape the Question

TEKS 3.12B(i). Ask a family member one WHY question and one HOW question. Make a circle for important nouns, a box for the important verb, and a triangle for the clue word. Say what kind of answer each question needs. Family signature: _____



Teacher Information - Task Card 2

Teacher note: this YELLOW card helps students use a real problem and solution to develop a thesis (central idea).



Task Card 2 - Problem to Thesis (Central Idea)

TEKS 3.12B(i). Tell a family member about a small problem at home and how it was solved. Complete this sentence: "The problem was _____. It was solved by _____. This matters because _____." Family signature: _____



Teacher Information - Task Card 3

Teacher note: send this PINK card home. Card 3 is the same assignment with built-in language support. It is not a reduced standard.

**Task Card 3 - Thesis (Central Idea) Builder**

TEKS 3.12B(i). Choose one: Why are rules helpful at home? How does a family solve a problem? Use this frame: "_____ because _____." or "_____ by _____." Read your thesis (central idea) aloud to a family member. Family signature:



Module 1 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice shaping prompts and writing theses, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not Yet	Getting It	I've Got It!
Find the important nouns in a prompt.			
Find the important verb in a prompt.			
Tell whether a prompt asks WHY or HOW.			
Name the problem or conflict in a text.			
Write a thesis (central idea) that matches the prompt.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

One thing I am proud of:

One thing I want to get better at:

Module 1 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"You are not just finding answers anymore—you are learning to steer your own thinking."

Teacher Script

"Shaping a prompt puts you in the driver's seat."

Teacher Script

"And when you write a thesis (central idea), you prove that your thinking matters."

Module Essential Question - Answered

How can a writer shape an ECR prompt and write a thesis (central idea) that clearly answers it? A writer identifies the important nouns, important verb, and WHY or HOW clue in the prompt; uses the conflict in the text to form a complete central idea; and builds the ECR with reasons, evidence, explanation, and significance.

Teacher Reflection - Module 1

Which students could shape a prompt but still wrote a thesis (central idea) that did not match it?

Which students need more support distinguishing WHY from HOW?

Did students use the conflict to develop a clear reason or way in their thesis (central idea)?

Who needs Build It, Fix It, Say It intervention, and who is ready for cross-text enrichment?

Teacher Notes

Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student-shaped prompts
 - Day 3 independent theses
 - Revised weak-thesis (central idea) cards
 - The Module 1 My Progress Tracker
 - Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class
-
-
-

Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to computer or remote learners? Keep every activity — just adjust HOW students share and respond as they learn to shape a prompt and state a thesis (central idea):

- Display the prompt on screen; students annotate it in a shared slide or on their own printout.
- Use a chat "waterfall": everyone types the clue word at the same time and sends together.
- Students record a 20-second voice note of their thesis (central idea), or type it into a shared doc, before the group shares.
- Keep the shape routine on screen (circle / box / triangle) so remote students mark the prompt the same way.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.

GRADE 3 • CLUSTER 3 • ECR - INFORMATIONAL

M O D U L E

2

Advance Prompt Analysis

Week 2 • Medium Stamina • approximately 300 words

Module 2: Advance Prompt Analysis

Week 2 - Medium Stamina - approximately 300 words

A Little Inspiration Goes a Long Way!

Teacher Script

"When students learn to see relationships and reasons, they move from answering questions to understanding ideas."

Why This Module Matters

Students need more than the words WHY and HOW to understand a prompt. In this module, students learn to notice clue words that signal reason-based thinking and relational thinking. They analyze prompts about the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries," then write a thesis (central idea) that answers the prompt by explaining importance, reasons, connections, effects, or relationships.

Module Essential Question

How can a writer analyze a more advanced or relational prompt and write a thesis (central idea) that answers it?

Parent Communication

Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their child is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a child explains an idea.

How to Send It

Copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

Family Letter

Dear Families,

This week your child is learning to look closely at a writing prompt for clue words. Some clue words ask students to give reasons, such as importance, significance, impact, and purpose. Other clue words ask students to explain a relationship, such as connection, relationship, effects, or similarities. Your child will use these clues to write a thesis (central idea), also called a central idea, that answers the exact prompt.

We will read the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." Students will connect the problems and solutions in the two texts to ideas about fairness, safety, laws, germs, and scientific discovery. Please ask your child to explain one clue word, tell whether it asks for reasons or relationships, and share a thesis (central idea) about one of the texts.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija está aprendiendo a buscar palabras clave en una pregunta de escritura. Algunas palabras, como importancia, significado, impacto y propósito, piden razones. Otras, como conexión, relación, efectos o similitudes, piden que el estudiante explique cómo se relacionan las ideas. Su hijo o hija usará estas pistas para escribir una tesis, o idea central, que responda exactamente a la pregunta.

Leeremos el poema "Por qué necesitamos leyes" y el drama "Los descubrimientos de la cafetería." Pídale a su hijo o hija que explique una palabra clave, diga si pide razones o relaciones, y comparta una tesis sobre uno de los textos.

Con aprecio, La maestra o el maestro de su hijo o hija - The Writing Academy LLC

Family Conversation Starters

- What is the difference between a reason and a relationship? Teach me with an example.
- Which clue words tell you that a prompt asks why something matters?
- Which clue words tell you that a prompt asks how two ideas connect?
- How are the problems in "Why We Need Laws" and "The Lunchroom Discoveries" connected?
- Read one of your theses to me. Which clue word helped you write it?

Simple Family Activities

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

Family Activity - Clue-Word Hunt

Ask a family member to say an everyday question using one of these words: importance, purpose, connection, or relationship. Have your child name the clue word and say, "This prompt asks for reasons/relationships because I see ____."

Family Activity - Connect Two Ideas

Talk about two things at home that are connected, such as rules and fairness or washing hands and staying healthy. Have your child complete: "____ and ____ are connected because ____." Ask which word in a prompt would signal that kind of answer.

Module 2 — Lesson Overview and Standards

Lesson Overview

An Extended Constructed Response (ECR) requires a writer to determine what kind of thinking a prompt demands. In "Advance Prompt Analysis," students learn that clue words can signal reasons (WHY thinking) or relationships (HOW thinking), even when WHY and HOW do not appear. They use the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries" to sort prompts, explain the thinking type, and write a thesis (central idea) that answers an advanced or relational prompt. Students then plan reasons, evidence, explanation, and significance that would develop the thesis (central idea) in an ECR.

BIG Goal: Students will analyze clue words in an advanced or relational ECR prompt and write a thesis (central idea) that answers it clearly and completely.

TEKS Correlations

The Student Expectation column below uses the verbatim wording of the listed TEKS. The ECR work in this module makes the clear central idea, reasons, evidence, explanation, and revision demands visible in student writing.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where It Is Taught and Practiced in This Module
3.11A	Writing Process — Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Days 1-3: students analyze the prompt type and plan a thesis (central idea), reasons, evidence, explanation, and significance.
3.11C	Writing Process — Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4 and the additional writing opportunity: students revise a vague or mismatched thesis (central idea).
3.12B	Composition — Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Days 1-5: students compose prompt-matched theses and develop ECR parts with reasons, evidence, explanation, and significance.
SS 3.2A	Social Studies — History	identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being	The poem's community response to unfairness supports discussion of why people form communities with laws.
SS 3.13A	Social Studies — Science, Technology, and Society	identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others	The drama provides an interdisciplinary context for Louis Pasteur's scientific breakthrough.

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

Module 2 — ELPS Correlations

Matched to the actual language demands of this module: students listen for a clue word, classify a prompt's thinking type, explain a relationship or reason, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during 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.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, 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 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the additional writing opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

Module 2 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear language pathways as students analyze reason-based and relational prompts and write a thesis (central idea).

Level	Language Objective
Pre-Production	Point to a clue word and sort it under REASONS or RELATIONSHIPS using the illustrated chart.
Beginning	Complete orally: "This prompt is asking for ____ because I see ____."
Intermediate	Use the frame, "____ is important because ____." or "____ and ____ are connected because ____."
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column visual with REASONS and RELATIONSHIPS plus picture-supported clue-word cards.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt is asking for reasons because I see ____." and "This prompt is asking for relationships because I see ____."
- Invite students to use a home-language connection for relationship, connection, importance, or significance before rehearsing in English.

Evidence of Access Without Reduced Rigor

Students may use a visual, a word bank, and an oral frame, but each student still identifies the clue word, selects the thinking type, and writes a prompt-matched thesis (central idea).

Language Domains

This module builds all four language domains as students learn analyzing a more advanced, relational prompt and writing a precise thesis (central idea). Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear a two-part prompt read aloud, then restate what it is really asking.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students unpack a relational prompt and write a precise thesis (central idea) in writing, moving from a spoken idea to a written response.

Module 2 — Learning Destination

Module Learning Objective

Students will analyze clue words in an advanced or relational ECR prompt and write a thesis (central idea) that clearly and completely answers whether the prompt asks for reasons or relationships.

I Will Statements

- I will find clue words that tell what kind of thinking a prompt needs.
- I will decide whether a prompt asks for reasons or relationships.
- I will explain how the problems and solutions in the two texts connect.
- I will write a thesis (central idea) that matches the exact prompt.
- I will plan reasons, evidence, explanation, and significance for my ECR.

I Can Statements

- I can use a clue word to name the thinking type.
- I can tell the difference between importance and relationship.
- I can write a thesis (central idea) with because or by when it fits the prompt.
- I can explain how evidence supports my thesis (central idea).

★ Daily Deck

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

- I identify the clue word and accurately sort it as REASONS or RELATIONSHIPS.
- My thesis (central idea) answers the exact question, not just a true detail from the text.
- I use a complete sentence that names the ideas in the prompt and their reason or connection.
- I can plan evidence, explanation, and significance that support my thesis (central idea).

Evidence That Will Demonstrate Mastery

- A completed Clue Word Sorting chart and reflection from Days 2-3.
- An independent relational or reason-based thesis (central idea) from Day 3.
- A revised thesis (central idea) and stated next step from Day 4.
- The Day 5 exit ticket and partner teaching explanation.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the REASONS/RELATIONSHIPS anchor chart. You may define a clue word and provide an oral frame. You may not tell a student which category to choose, supply the connection, or write the thesis (central idea) for the student. The student must still analyze the clue word and create the prompt-matched central idea.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate the clue word and identify the ideas named in the prompt.	Supported on Day 1.	The clue word is accurately marked.
Inferential	Decide whether a clue word signals reasons or relationships.	Guided on Days 1-2; independent by Day 3.	The prompt is sorted and the student explains the choice.
Evaluative	Judge whether a thesis (central idea) fully answers the advanced or relational prompt.	Partner discussion on Days 2 and 5.	The student defends or revises a thesis (central idea).
Synthesis	Connect problems and solutions across both texts in one thesis (central idea).	Independent challenge after mastery.	A cross-text relational thesis (central idea) with relevant evidence.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A prompt must say WHY or HOW to signal its thinking type.	The teacher may overlook importance, relationship, effect, or significance.	Model how clue words reveal the thinking type before students draft.
Relationship means students only list two ideas.	The teacher may accept two named ideas without an explained connection.	Ask, "How do these ideas affect, connect to, or influence each other?"
Clue-word sorting is the final goal.	The teacher may stop before students write a thesis (central idea).	Protect the analysis-to-thesis (central idea) HABIT: clue word, thinking type, then prompt-matched central idea.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Importance and relationship mean the same thing.	The student gives a reason to a connection prompt.	Contrast the frames: importance = "because"; relationship = "are connected because."
A thesis (central idea) can answer only part of a paired-passage prompt.	The student writes about the poem or drama but not both.	Have the student underline both text ideas and use a two-text organizer.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows ____ because ____."

Thinking Levels Charts

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Module 2 — Vocabulary

Vocabulary — Teacher Script



Teacher Script

“These are academic thinking words that help us understand questions and explain answers.”

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason laws matter is ____.
connect	to join ideas or show how they go together	I can ____ these ideas.
compare	to tell how things are alike or different	I can ____ the two texts.
problem	something that needs to be solved	The problem was ____.
solution	an answer to a problem	A solution can ____.
fair	treating people equally and rightly	Laws can make life more ____.
safe	protected from harm	Pasteurized milk is more ____.
sick	not feeling well or healthy	Germs can make people ____.
rule	a direction people are expected to follow	A ____ can prevent conflict.
law	a rule made for a community	A ____ can protect people.
clue	something that helps a person figure something out	The word ____ helped me decide.
effect	something that happens because of an action or event	One ____ was ____.

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the ____ before I write.
analyze	to look closely at parts in order to understand	I ____ the clue words.
thesis (central idea)	a sentence that clearly answers a prompt	My ____ matches the prompt.
evidence	proof from a text that supports an idea	My ____ proves my thinking.
explanation	words that tell how evidence proves an idea	My ____ connects the proof and thesis (central idea).
significance	why an idea matters	I explain the ____ of laws.
influence	the power to affect an idea or person	One idea can ____ another.
relationship	the way two or more ideas connect	I describe the ____ between ideas.
reasons	explanations of why something matters or happens	Importance prompts need ____.
connection	a link between ideas	I can explain the ____.
conflict	a problem or struggle in a text	The ____ helps me understand the prompt.
impact	a strong effect an action or idea has	Pasteur's discovery had an ____.

Tier 3 Vocabulary

Word	Say It This Way	Student-Friendly Definition
fairness	FAIR-ness	the quality of treating people equally and rightly
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions
resources	ree-SOR-siz	useful supplies or things people need
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place
germs	jermz	tiny living things that can make people sick
illness	IL-niss	sickness or poor health
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety
pasteurized	PAS-chuh-rized	heated to kill harmful germs
discovery	dih-SKUHV-uh-ree	something new that a person finds out
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing
protection	pruh-TEK-shun	being kept safe from harm
modern	MOD-ern	connected to the present time

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

Module 2 — Background Knowledge and Teacher Context

This module uses the same two Cluster 3 passages at medium stamina: the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." In the poem, arguments, unfairness, and unequal access to resources create conflict until people create laws. In the drama, Louis Pasteur's work helps people understand that heating milk and other liquids can remove harmful germs and protect health. Both texts show a problem, a response, and a result.

More Background for the Teacher

A reason-based prompt asks students to explain why something matters, happened, or had an effect. It often contains a clue word such as importance, significance, impact, purpose, or reasons. A relational prompt asks students to explain how ideas connect, affect one another, compare, or work together. It often contains a clue word such as relationship, connection, influence, similarities, effects, or link. Some prompts may include both kinds of thinking, so students must read all of the words rather than hunt only for WHY or HOW.

The poem supports a discussion of how a community responds when fairness is lost. The drama offers a historical context for Pasteurization and public health. Together, the passages create a useful cross-text comparison: each begins with a problem that affects people and each ends with a solution that improves safety or fairness.

The ECR Habit

Before writing, students DOT unknown words, identify the prompt's clue word, name the thinking type, and create a thesis (central idea). In an ECR, the thesis (central idea) answers the prompt; reasons and evidence support it; explanation makes the evidence-to-thesis (central idea) connection visible; and significance states why the idea matters.

Module 2 — Materials, Preparation, and Timing

Materials to Gather

- Printed copies of both passages
- Interactive notebooks
- Highlighters in three colors
- Sticky notes
- Prompt cards (12 included in the lesson)
- Paper for flip flaps
- Scissors and glue
- Anchor chart paper
- Sized envelopes or scrap paper for Practice Pockets
- Dry erase boards and markers

Preparation Before Day 1

- Prepare an anchor chart titled "The Two Types of Prompts" with two columns: REASONS and RELATIONSHIPS.
- Print and cut the 12 prompt cards; prepare a Practice Pocket for each pair or group.
- Prepare a sorting chart in student notebooks: REASONS | RELATIONSHIPS.
- Copy the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries" at medium stamina.
- Prepare the three thesis (central idea) models: relational, reason-based, and cross-text comparison.
- Gather paper, scissors, and glue for the Interactive Notebook Clue Word Sorting activity.

Timing and Transition Overview

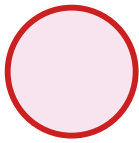
Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	Launch two mysteries; teach the clue words and two thinking types; model theses.
Day 2	15	A — Attempt	Sort 12 prompt cards into REASONS and RELATIONSHIPS.
Day 3	15	D — Discuss + U — Use	Discuss clue words; create the sorting chart; write a reflection and thesis (central idea).
Day 4	15	A — Award + T — Target	Recognize thinking, reflect on growth, and set a clue-word goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner a clue word and explain a thesis (central idea).

Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — that reinforces the prompt-analysis HABIT.

- Signal the class and say, "Tiny Time! Reasons or relationships?"
- Call a clue word: importance, connection, purpose, or effects.
- Students point left for REASONS or right for RELATIONSHIPS, then say the matching frame.
- Call two or three words, then have students return quietly to their work.

Module 2 — Anchor Charts and the DOT Reading Habit



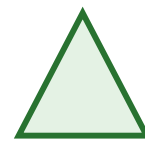
Red Circle

Noun (topic)



Yellow Box

Verb (action)



Green Triangle

Clue word (what/why/how)

Thinking Type	Clue Words	What the Writer Explains
REASONS	importance, significance, reasons, impact, purpose	Why does this matter?
RELATIONSHIPS	relationship, connection, influence, compare, link, interaction, effects	How are ideas connected?

Letter	ECR Part	What It Means
T	Thesis (Central Idea)	The answer to the prompt.
R	Reason/Relationship	Why it matters or how ideas connect.
E	Evidence	Text proof.
E	Explanation	How the evidence proves the thesis (central idea).
S	Significance	Why the idea matters.

The DOT Reading Habit

Teacher Script

"Before students decide what a prompt asks, have them DOT any word they are unsure about. Then prompt them to use the words they know and the anchor chart to make their thinking visible."

Daily Deck Slide

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

Create the Anchor Chart

Teacher directions: Build an anchor chart titled "The Two Types of Prompts." Add the REASONS and RELATIONSHIPS columns, the listed clue words, and the questions each type asks. Add the ECR (TREES) chart with Reason/Relationship in the second row. Add the DOT reminder and display the chart throughout the module. Invite students to add one new clue word after the sorting activity.

Module 2 — Advance Prompt Analysis: Modeled Annotation

Model 1 - Relational Prompt

★ Daily Deck Slide

Explain the relationship between pasteurized milk and illness.

🔊 Teacher Script

"I don't see the word HOW..."

🔊 Teacher Script

"But I see the word 'relationship.' That tells me I need to explain how two ideas connect."

🔊 Teacher Script

"I am thinking about how pasteurized milk and illness are linked."

🔊 Teacher Script

"This means I need to show the connection between them."

★ Daily Deck Slide

Pasteurized milk helps people avoid illness by filtering out the harmful parts.

Model 2 - Reason-Based Prompt

★ Daily Deck Slide

Explain the importance of pasteurized milk for people's health.

🔊 Teacher Script

"I don't see the word WHY..."

🔊 Teacher Script

"But I see the word 'importance.' That tells me I need to give reasons."

 Teacher Script

"This means I need to explain why pasteurized milk matters."

 Daily Deck Slide

Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

Model 3 - Crossover / Paired Passage Prompt **Daily Deck Slide**

Explain the similarities between Why We Need Laws and The Lunchroom Discovery.

 Teacher Script

"I see the word 'similarities.' That tells me I need to compare how two texts are alike."

 Teacher Script

"This is relational thinking because I am connecting ideas across both texts."

 Teacher Script

"I need to think about the problems and solutions in BOTH passages."

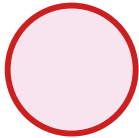
 Daily Deck Slide

Why We Need Laws and The Lunchroom Discovery are similar because both texts show how solving problems helps protect people and improve their communities.

Teacher reminder: Model the clue word before the thesis (central idea). Invite students to DOT unknown words, identify whether the prompt needs reasons or relationships, and plan evidence, explanation, and significance after the thesis (central idea).

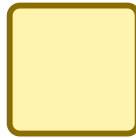
Module 2 — Advance Prompt Analysis and ECR (TREES)

Students use a clue-word HABIT before writing an Extended Constructed Response. The prompt tells students whether to explain reasons or relationships; the ECR (TREES) chart tells students how to make the thinking visible.



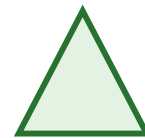
Red Circle

Noun (topic)



Yellow Box

Verb (action)



Green Triangle

Clue word (what/why/how)

Thinking Type	Marks	Meaning
REASONS	importance, significance, reasons, impact, purpose	Explain why something matters.
RELATIONSHIPS	relationship, connection, influence, compare, link, interaction, effects	Explain how ideas connect.

ECR (TREES) Thinking Chart

Part	What the Writer Does	Question to Ask
Thesis (Central Idea)	Clearly answers the prompt.	What is my central idea?
Reason/Relationship	Tells why it matters or how ideas connect.	Why is it true, or how are the ideas linked?
Evidence	Gives text proof.	Which detail proves my thinking?
Explanation	Connects the proof to the thesis (central idea).	How does this evidence prove it?
Significance	States why the idea matters.	Why should the reader care?

How to Use the Clue-Word Chart



Teacher Script

"Strong readers don't wait for the words WHY or HOW."



Teacher Script

"They look for CLUES and CONNECTIONS."

Before Students Read

Preview the passages with students before reading. Students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt. (The color-coded copy and the Student Annotation Guide are added once the final passage copies are placed.)

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.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: 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. (Highlight color: 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 (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Why We Need Laws (Stamina: Medium)

[1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
[6] Strong voices won while quiet ones stayed brittle.
[7] Disagreements spread like storms across the town,
[8] And fairness often seemed to tumble down.
[9] So people gathered, searching for a way,
[10] To write fair rules that everyone would obey.
[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.
[13] The rules helped neighbors settle what was fair,
[14] And gave each person rights that all could share.

Student Annotation Guide — Why We Need Laws

T — Time

Long ago

R — Reactions

Voices grew loud

A — Actions

Some took more food; people gathered

C — Character/Concept/Creature

Communities

K — Key Knowledge

laws to guide what people say and do; rights that all could share

S — Scenery/Setting

across the town

TRACKS EVIDENCE HIGHLIGHTING — Why We Need Laws

- [1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
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[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.
[13] The rules helped neighbors settle what was fair,
[14] And gave each person rights that all could share.

PASSAGE 2 — The Lunchroom Discoveries (Stamina: Medium)

[1] Characters: NARRATOR ALEX JORDAN

[2] Scene 1: Lunchroom

[3] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.

[4] *[Alex opens a milk carton and looks at the label.]*

[5] ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?

[6] JORDAN: Really? What kind of problem?

[7] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.

[8] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[9] *[Jordan points to the milk carton on the table.]*

[10] JORDAN: Oh! That's why milk is pasteurized now, right?

[11] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[12] JORDAN: So the milk we're drinking is safer because of his discovery.

[13] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.

[14] JORDAN: I never thought about how many things scientists have helped improve.

[15] ALEX: Me either. We use some of their discoveries all the time without even noticing.

[16] JORDAN: Did people know about germs before Louis Pasteur?

[17] ALEX: Not as much as they do today. Many people did not understand what caused diseases.

[18] JORDAN: That must have made it hard to keep people healthy.

[19] ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness.

[20] NARRATOR: Jordan looks at his lunch tray and thinks about all the food people eat every day.

[21] JORDAN: So his work helped more than just people who drank milk?

[22] ALEX: Definitely. His discoveries helped people learn how to make many foods safer.

[23] JORDAN: That's pretty amazing.

[24] ALEX: I think so too. One discovery ended up helping millions of people.

[25] JORDAN: Scientists must spend a lot of time trying to solve problems.

[26] ALEX: They do. Sometimes it takes years to learn something new.

[27] NARRATOR: The students finish their lunches while continuing their conversation.

[28] JORDAN: I wonder what other discoveries started with someone asking a simple question.

[29] ALEX: Probably a lot of them. People see a problem and try to find a solution.

[30] JORDAN: Kind of like Louis Pasteur did.

[31] ALEX: Exactly.

[32] NARRATOR: The lunch bell rings, and the students gather their things.

[33] JORDAN: I'm glad we learned about him. His work still helps people today.

[34] ALEX: Me too. It's cool to know that a discovery made long ago can still make a difference.

[35] NARRATOR: The students leave the cafeteria with a better understanding of how scientific discoveries can improve people's lives. The Lunchroom Discoveries

Student Annotation Guide — The Lunchroom Discoveries

T — Time

A long time ago; Sometimes it takes years

R — Reactions

That's pretty amazing.

A — Actions

opens a milk carton; points to the milk carton

C — Character/Concept/Creature

Louis Pasteur

K — Key Knowledge

heating liquids could kill harmful germs; tiny germs could spread illness

S — Scenery/Setting

school cafeteria

TRACKS EVIDENCE HIGHLIGHTING — The Lunchroom Discoveries

[1] Characters: NARRATOR ALEX JORDAN

[2] Scene 1: Lunchroom

[3] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.

[4] [Alex opens a milk carton and looks at the label.]

[5] ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?

[6] JORDAN: Really? What kind of problem?

[7] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.

[8] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[9] [Jordan points to the milk carton on the table.]

[10] JORDAN: Oh! That's why milk is pasteurized now, right?

[11] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[12] JORDAN: So the milk we're drinking is safer because of his discovery.

[13] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.

[14] JORDAN: I never thought about how many things scientists have helped improve.

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[33] JORDAN: I'm glad we learned about him. His work still helps people today.

[34] ALEX: Me too. It's cool to know that a discovery made long ago can still make a difference.

[35] NARRATOR: The students leave the cafeteria with a better understanding of how scientific discoveries can improve people's lives. The Lunchroom Discoveries

🕒 Day 1 - Gather and Reveal (15 minutes)

G

R

TEKS and ELPS for Today

Standard	Focus
TEKS	3.11A — plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; 3.12B — compose informational texts using a clear central idea and genre characteristics and craft
ELPS	1(E) — demonstrate listening comprehension; 3(E) — use pre-reading strategies

GATHER



Teacher Script

"Today, I'm going to give you two mysteries."



Daily Deck Slide

Mystery 1: A town filled with arguments and unfairness



Daily Deck Slide

Mystery 2: A cafeteria where milk used to make people sick



Teacher Script

"Both of these situations had a problem."



Teacher Script

"But here's the real question..."



Teacher Script

"How are these two situations connected?"

(Pause. Let students think.)

 Teacher Script

"Turn and tell someone near you—what do these two situations have in common?"

(Call on a few responses.)

 Teacher Script

"They both started with a problem... and ended with a solution that helped people."

 Teacher Script

"And today, you are going to learn how to read prompts that ask you to think about TWO things:"

 Daily Deck Slide

Reasons (WHY thinking)

 Daily Deck Slide

Relationships (HOW thinking)

 Teacher Script

"But here's the challenge..."

 Teacher Script

"The prompts won't tell you that directly."

 Teacher Script

"You have to figure it out."

 Daily Deck Slide

Read the medium-stamina poem "Why We Need Laws" and drama "The Lunchroom Discoveries." Students DOT unfamiliar words, then identify the problem and solution in each text.

REVEAL**Teacher Script**

"Strong readers don't wait for the words WHY or HOW."

**Teacher Script**

"They look for CLUES and CONNECTIONS."

**Daily Deck Slide**

The Two Types of Prompts

**Daily Deck Slide**

Some prompts ask for REASONS

**Daily Deck Slide**

Some prompts ask for RELATIONSHIPS

WHY-Type (Reason-Based Thinking)

- importance
- significance
- reasons
- impact
- purpose

**Teacher Script**

"These ask: Why does this matter?"

HOW-Type (Relational Thinking)

- relationship
- connection
- influence
- compare
- link
- interaction
- effects

**Teacher Script**

"These ask: How are ideas connected?"

Embedded Check for Understanding**Teacher Script**

"one clue word at a time. Students hold up a REASONS or RELATIONSHIPS card and complete: "This clue word asks for _____ because _____. Listen for the distinction between importance and connection."

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Focus
TEKS	3.11A — planning a first draft for purpose and audience using a range of strategies; 3.12B — composing an informational response with a clear central idea
ELPS	1(C) — follow oral directions with accuracy; 2(E) — explain information orally

ATTEMPT

Students cut out the game cards in their Interactive Notebooks. Students use sized envelopes or scrap paper to create a Practice Pocket for their game pieces. Partners sort all 12 cards, underline the clue word, and explain the category before placing each card.



Teacher Script

"You will not look for WHY or HOW."



Teacher Script

"You will look for CLUE WORDS and THINKING TYPES."



Teacher Script

"You must decide—Is this asking for reasons or relationships?"



Teacher Script

"Sort the prompt cards into their correct category."

Prompt Cards

1. Explain the importance of laws in maintaining fairness in the poem.
2. Describe the relationship between rules and fairness in the poem.
3. Explain the significance of people creating laws in the poem.
4. Describe the connection between arguments and the need for laws.
5. Explain the reasons fairness was difficult before laws existed.

6. Describe the relationship between germs and sickness in the drama.
7. Explain the impact of Pasteur’s discovery on people’s health.
8. Describe the connection between Pasteur’s discovery and modern safety.
9. Explain the purpose of laws in solving conflict in the poem.
10. Describe the relationship between scientific discovery and protection.
11. Explain the effects of strong voices controlling resources in the poem.
12. Describe the connection between past problems and present solutions in the drama.

REASONS	RELATIONSHIPS
1, 3, 5, 7, 9	2, 4, 6, 8, 10, 11, 12

Teacher Language During the Game



Teacher Script

“Tell me the TWO things being connected.”



Teacher Script

“What word helped you decide?”



Teacher Script

“Is this asking for reasons or relationships?”

Embedded Check for Understanding

Before a pair places a card, require one student to name the clue word and the other to state the thinking type. Record students who can sort accurately but cannot explain why for Day 3 support.

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B — compose informational texts using a clear central idea and genre characteristics and craft
ELPS	2(E) — explain information orally; 4(D) — write using grade-appropriate sentence lengths and types

DISCUSS

🔊 Teacher Script

"What clue words helped you identify relationships?"

🔊 Teacher Script

"What makes a prompt ask for reasons instead of connections?"

🔊 Teacher Script

"How does conflict help you understand BOTH types?"

Students respond: "Connection means I compare ideas."

Students respond: "Importance means I give reasons."

🔊 Teacher Script

"Exactly. Relationships connect ideas. Reasons explain importance."

★ Daily Deck Slide

REASONS | RELATIONSHIPS

Together, reread selected cards and explain why their clue words belong in each column. Connect the poem's conflict of arguments and unfairness and the drama's conflict of germs and sickness to the possible thesis (central idea) each prompt requires.

USE (Interactive Notebook Activity: Clue Word Sorting)**Step 1: Identify Clue Words**

Students return to all 12 prompts and highlight the clue words.

Step 2: Sorting Chart

Students create a two-column chart.

★ **Daily Deck Slide**
REASONS | RELATIONSHIPS

Expected answers:

- REASONS: importance, significance, reasons, impact, purpose
- RELATIONSHIPS: relationship, connection, effects

Step 3: Written Reflection

★ **Daily Deck Slide**
I know a prompt is asking for reasons when...

★ **Daily Deck Slide**
I know a prompt is asking for relationships when...

Independent Thesis (Central Idea) Check

★ **Daily Deck Slide**
Describe the connection between arguments and the need for laws.

Students identify connection, name RELATIONSHIPS, and write a thesis (central idea). Possible response: Arguments and the need for laws are connected because unfair disagreements showed the community that clear rules were needed.

Embedded Check for Understanding

Ask students to underline both ideas in the relational prompt. Students explain that a relationship thesis (central idea) must connect both ideas, not discuss only one.

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Focus
TEKS	3.11C — revise drafts for clarity and effectiveness to improve sentence structure and word choice
ELPS	2(F) — respond to information; 4(E) — write using conventions

AWARD



Teacher Script

"Today's movie is called... 'The Connectors and the Reasoners.'"



Teacher Script

"Some of you became experts at explaining WHY things matter."



Teacher Script

"Some of you became experts at explaining HOW ideas connect."



Teacher Script

"And some of you... did BOTH."

Teacher calls:

- "If you identified clue words—step forward."
- "If you sorted prompts correctly—step forward."
- "If you explained relationships clearly—step forward."

Recognition options: Connection Champion, Reasoning Rockstar, or a share-out of strong student thinking.

TARGET

★ Daily Deck Slide

I showed I understand relationships when...

★ Daily Deck Slide

I showed I understand reasons when...

🔊 Teacher Script

"Strong thinkers ask one powerful question..."

🔊 Teacher Script

"Am I explaining a reason... or a relationship?"

Students set goals:

- One strength I showed:
- One clue word I will look for:
- One idea I want to improve:

Revise this weak thesis (central idea) for clarity and completeness: Pasteurized milk is good.

Possible revision: Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

Curiosity questions:

- "Can a prompt ask for BOTH reasons and relationships?"
- "How does understanding connections improve writing?"
- "Why does conflict help us answer BOTH types?"

Closing Encouragement

Encouragement: Invite students to notice that careful attention to a clue word gives them ownership of the thinking their writing needs.

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B — compose informational texts using a clear central idea and genre characteristics and craft; 3.11C — revise drafts for clarity and effectiveness to improve sentence structure and word choice
ELPS	2(E) — explain information orally; 4(D) — write using grade-appropriate sentence lengths and types

EXPLAIN

Students choose one reason-based clue word and one relationship-based clue word. They explain each word, name its thinking type, and give an example prompt or thesis (central idea) to a partner.

Teacher listens for accurate use of reason, relationship, connection, importance, and thesis (central idea).

EDUCATE

🔊 Teacher Script

"Students teach:"

- One reason-based clue word
- One relationship-based clue word
- One example

Partners use the ECR (TREES) anchor chart to explain where the thesis (central idea), reason or relationship, evidence, explanation, and significance would go after prompt analysis.

Closing Encouragement



Teacher Script

"Today, you didn't rely on obvious words—you relied on your thinking."



Teacher Script

"You learned to see reasons."



Teacher Script

"You learned to see relationships."



Teacher Script

"And that is what real readers do."

Exit Ticket



Daily Deck Slide

Describe the connection between past problems and present solutions in the drama.

Students identify the clue word, name the thinking type, write a thesis (central idea), and underline the two ideas being connected.



Answer Key

This prompt asks for RELATIONSHIPS because connection asks how ideas link. Possible thesis (central idea): Past problems with harmful germs are connected to present food safety because Pasteur's discovery led people to protect milk and other foods from germs. Accept complete, prompt-matched theses that connect both ideas.

Module 2 — Student Exemplars

Exemplar 1 - Reason-Based Thesis (Central Idea)

★ Daily Deck Slide

Explain the importance of laws in maintaining fairness in the poem.

Part	Example
Clue word	importance
Thinking type	REASONS
Strong thesis (central idea)	Laws are important for maintaining fairness because they stop people from taking more than others and help the community treat people equally.
Why it works	It names the topic, gives reasons, and answers why laws matter.

Exemplar 2 - Relational Thesis (Central Idea)

★ Daily Deck Slide

Describe the relationship between germs and sickness in the drama.

Part	Example
Clue word	relationship
Thinking type	RELATIONSHIPS
Strong thesis (central idea)	Germs and sickness are related because harmful germs in food and milk can make people ill.
Why it works	It names both ideas and clearly explains how they connect.

Exemplar 3 - Cross-Text Thesis (Central Idea)

★ Daily Deck Slide

Explain the similarities between Why We Need Laws and The Lunchroom Discovery.

Part	Example
Clue word	similarities
Thinking type	RELATIONSHIPS
Strong thesis (central idea)	Why We Need Laws and The Lunchroom Discovery are similar because both texts show how solving problems helps protect people and improve their communities.
Why it works	It connects both texts, answers the comparison, and states the shared idea.

Revision Example

Weak Thesis (Central Idea)	What Is Missing	Revised Thesis (Central Idea)
Laws are good.	The prompt's clue word, a reason, and the fairness connection.	Laws are important for fairness because they help stop unfair actions in the community.
Pasteurized milk helps.	The relationship between milk and illness.	Pasteurized milk helps people avoid illness by removing harmful germs.

Module 2 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can analyze an advanced or relational prompt and write a thesis (central idea) that clearly answers it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, the 12 prompt cards, highlighters, and both rendered passages.
Related TEKS Breakout	3.11A planning; 3.12B clear central idea, genre characteristics, and craft; 3.11C revising.
Task	Students identify a clue word, classify the prompt as REASONS or RELATIONSHIPS, write a thesis (central idea), and revise for clarity.
Expected Response	The clue word and thinking type are accurate; the thesis (central idea) is a complete sentence that answers the exact prompt and names a reason or a relationship.

Informal Assessment

During Days 1-2, listen as students identify the clue word, explain the type of thinking required, and sort the 12 prompt cards.

Formative Assessment

The Day 3 independent thesis (central idea) check is the formative check. Students analyze the word connection, identify RELATIONSHIPS, and write a thesis (central idea) that joins arguments and the need for laws.

Exit Ticket Assessment

The Day 5 exit ticket asks students to analyze a relational prompt about past problems and present solutions in the drama. Review for the clue word, both ideas, a stated connection, and a complete thesis (central idea).

Prompt	Prompt Type	Expected Thesis (Central Idea)
Explain the importance of Pasteur's discovery on people's health.	REASONS	Pasteur's discovery was important because heating liquids removed harmful germs that could make people sick.
Describe the relationship between rules and fairness in the poem.	RELATIONSHIPS	Rules and fairness are connected because clear laws help stop unfair actions and guide people to treat one another equally.
Explain the similarities between the two texts.	RELATIONSHIPS	The two texts are similar because each shows a problem that is solved in a way that protects people and improves a community.

Answer Key

Teacher note: Accept varied wording when the thesis (central idea) accurately identifies the required reason or relationship and answers the exact prompt.

Module 2 — Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help identifying a clue word, distinguishing reasons from relationships, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time Needed	10-12 minutes
Materials	Prompts with clue words highlighted, REASONS/RELATIONSHIPS sorting mat, dry erase boards, sentence frames, and both rendered passages
Relevant TEKS Breakout	3.11A planning; 3.12B clear central idea; 3.11C revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1 - Name the Thinking

Students receive prompts with the clue words highlighted. For each prompt, they complete:

★ Daily Deck Slide

This prompt is asking for _____ because I see _____.

🔊 Teacher Script

"Relationship = connection between ideas"

🔊 Teacher Script

"Importance = reasons"

Use one prompt at a time. Have students touch the clue word, place it on the sorting mat, and say the complete frame before writing.

Step 2 - Build a Thesis (Central Idea)

★ Daily Deck Slide

Describe the relationship between germs and sickness in the drama.

Complete with students:

- The two ideas are: germs and sickness.
- The clue word tells me to explain: their connection.
- My thesis (central idea) is: Germs and sickness are connected because harmful germs can make people ill.

Step 3 - Fix It

Give students weak responses: "Milk is safe." "Laws are good." "Pasteur helped." For each response, ask what clue word and what second idea are missing. Students revise with because or by only when that frame fits the prompt.

Step 4 - Say It

Students turn to a partner and complete:

- "I see the clue word ____."
- "This is a reasons/relationships prompt because ____."
- "My thesis (central idea) answers it by ____."

Small Group Teacher Table

Ask: "What is the clue word?" "What kind of thinking does it ask for?" "Which two ideas must your thesis (central idea) connect?" Keep the prompt intact and return the final decision and writing to the student.

Module 2 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify importance, relationship, connection, impact, purpose, or another signal word.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to sort a card.	Students identify REASONS or RELATIONSHIPS and explain the choice.	Students use the prompt topic instead of the clue word to sort.	Cover the topic nouns briefly and reread the clue word.
Ask students to write a relational thesis (central idea).	Students name both ideas and explain how they connect.	Students write about only one idea.	Have students underline both ideas, then say the connection orally.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows ____ because ____."

Student Support Quick Reference

If a student...	Support to Provide
Waits only for WHY or HOW	Point to the clue-word chart and practice one word at a time.
Confuses importance with relationship	Contrast the frames: "is important because" and "are connected because."
Writes about just one text in a paired prompt	Use a two-text organizer and require both titles before drafting.
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book

The REASONS/RELATIONSHIPS anchor chart, clue-word cards, ECR (TREES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

Module 2 — Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who accurately analyze clue words to synthesize ideas across both texts and create precise relational prompts.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	3.12B clear central idea, genre characteristics, and craft; 3.11C revising
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1 - Cross-Text Connection



Daily Deck Slide

Describe the connection between the problems in both texts.

Students write a thesis (central idea) connecting conflict in the poem and conflict in the drama.

Example: The problems in both texts are connected because they both involve safety and fairness, which are solved through rules or scientific discovery.

Part 2 - Create a Relational Prompt

Students create their own prompt using a relationship word: connection, relationship, influence, effects, or similarities. A partner identifies the type and writes a thesis (central idea) that answers it.

Part 3 - Paired-Thinking Challenge

Students revise one prompt so it asks for both reasons and relationships. Then they write a thesis (central idea) and plan one reason, one evidence detail from each text, an explanation, and significance.

Expert Reflection

Teacher direction: Have students explain how one self-created prompt invites a writer to connect ideas across the two texts.

Module 2 — Additional Writing Opportunity: Plan and Draft

Writing Prompt

Describe the connection between arguments in "Why We Need Laws" and the need for laws in the poem.

Connection to This Module

This week you learned to analyze clue words so you can tell whether a prompt asks for reasons or relationships. Use that HABIT to plan and draft an Extended Constructed Response with a thesis (central idea), reason or relationship, evidence, explanation, and significance.

Planning Support

1. DOT unfamiliar words, then identify and underline the clue word.
2. Decide whether the prompt asks for REASONS or RELATIONSHIPS.
3. Underline the important ideas that must appear in the thesis (central idea).
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or relationship and one piece of evidence from the passage.
6. Plan an explanation: how does the evidence prove your thesis (central idea)?
7. Plan a significance statement: why does this idea matter?

Drafting Space

Write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or relationship, evidence, explanation, and significance.

Success Criteria

- I identify the clue word and name the thinking type.
- My thesis (central idea) answers the exact prompt and includes both ideas when the prompt is relational.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS 3.11C).

Edit

Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share

Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

Companion Resources

Additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 2 answer keys are available in the companion resources.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the thinking, not only read it. These moments are built around this module's work — analyzing a more advanced, relational prompt and writing a precise thesis (central idea):

- Read the two-part prompt aloud and have students clap the moment they hear the SECOND idea it links.
- "Say it two ways": partners state the prompt as a REASONS question, then as a RELATIONSHIPS question.
- Read the 12 prompt cards aloud in a quick volley; students call out the thinking type for each.
- A student reads a relational thesis (central idea) aloud; the class listens for whether BOTH ideas are named.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

Pause Point — Before Writing

Stop and think: What is the prompt really asking me to do? Say it in your own words before you write.

Pause Point — Midway

Stop and think: Does what I have written so far separate the two ideas a relational prompt links before drafting a thesis (central idea)? If not, fix it now, not later.

Pause Point — Before You Finish

Stop and think: Would a reader who never saw the prompt still understand my answer? Add the one sentence that makes it clear.

Module 2 — At-Home Connection

Purpose

These at-home tasks turn a child into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a child explains the learning to someone at home, the learning grows stronger.

Feature	Detail
Time	A few minutes each
Materials	None needed

Teacher Information - Task Card 1

Teacher note: send this PINK card home first. It practices sorting everyday clue words as reasons or relationships.



Task Card 1 - Name the Thinking

Ask a family member one question using importance, purpose, connection, or relationship. Complete: "This prompt asks for ____ because I see ____." Explain whether the answer needs reasons or a connection. Family signature: _____



Teacher Information - Task Card 2

Teacher note: this YELLOW card helps students connect two real ideas before they write a relational thesis (central idea).



Task Card 2 - Connect Two Ideas

Choose two connected ideas at home, such as rules and fairness or washing hands and health. Write: "____ and ____ are connected because ____." Circle the word that tells the connection. Family signature: _____



Teacher Information - Task Card 3

Teacher note: send this PINK card home. Card 3 provides language support without reducing the thinking demand.

**Task Card 3 - Thesis (Central Idea) Builder**

Choose one: Explain the importance of a home rule. Describe the relationship between a home rule and fairness. Use one frame: "_____ is important because _____." or "_____ and _____ are connected because _____." Read your thesis (central idea) aloud to a family member. Family signature: _____



Module 2 — My Progress Tracker

Teacher Script

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU! As you practice analyzing prompts and writing theses, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Find a clue word in a prompt.			
Tell whether a clue word asks for reasons or relationships.			
Explain the difference between importance and connection.			
Identify both ideas in a relational prompt.			
Write a thesis (central idea) that matches a reason-based prompt.			
Write a thesis (central idea) that matches a relational prompt.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

One clue word I am proud of using:

One kind of thinking I want to practice:

Module 2 — Teacher Closure and Reflection

Teacher Closure Script



Teacher Script

"Today, you didn't rely on obvious words—you relied on your thinking."



Teacher Script

"You learned to see reasons."



Teacher Script

"You learned to see relationships."



Teacher Script

"And that is what real readers do."



Module Essential Question - Answered

How can a writer analyze a more advanced or relational prompt and write a thesis (central idea) that answers it?

A writer reads beyond the obvious words, identifies clue words that signal reasons or relationships, names the ideas the prompt requires, and writes a complete thesis (central idea) that explains why an idea matters or how ideas connect. The writer then supports the thesis (central idea) with reasons, evidence, explanation, and significance.

Teacher Reflection - Module 2

Which students identified clue words but still sorted the thinking type incorrectly?

Which students could name a relationship but wrote a thesis (central idea) about only one idea?

Did students use because for reasons and a connection frame when it fit the prompt?

Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?

Teacher Notes

Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student Clue Word Sorting charts
 - Day 3 independent relational theses
 - Day 5 exit tickets that connect past problems and present solutions
 - Revised weak-thesis (central idea) cards
 - The Module 2 My Progress Tracker
 - Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class
-
-
-

Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to computer or remote learners? Keep every activity — just adjust HOW students share and respond as they learn to unpack a relational prompt and write a precise thesis (central idea):

- Sort the 12 prompt cards on a shared drag-and-drop board into REASONS and RELATIONSHIPS.
- Send pairs to breakout rooms to build the two-column anchor chart together, then share back.
- Screen-share one student's relational thesis (central idea) for live, whole-class feedback.
- Collect each thesis (central idea) through a form or shared doc so you can give the same feedback you would in person.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.

MODULE

3

**Magnifying Reasons for WHY
Prompts**

Week 3 • High Stamina • two passages

Module 3: Magnifying Reasons for WHY Prompts

Week 3 - High Stamina - two passages

A Little Inspiration Goes a Long Way!

Great teachers show young writers that a strong body of writing begins with patient thinking. When students gather, sort, narrow, and name their strongest reasons, they make room for writing that is clear, purposeful, and ready to grow.

Why This Module Matters

Students may have a thesis (central idea) but repeat the same idea in every body paragraph. This module teaches the magnifying process: brainstorm many reasons, group like-minded ideas, narrow each group into a paragraph-sized idea, and turn the best three into topic sentences. Students use reasons, evidence, explanation, and significance to build an Extended Constructed Response (ECR).

Module Essential Question

How can a writer magnify a thesis (central idea) into strong reasons that build the body of an ECR?

Parent Communication

Purpose

Families are partners in this work, and partnership grows when families know what their child is learning. This page gives every family a clear picture of the week's learning, useful questions for conversation, and simple activities that need little or no preparation. Nothing here is homework for the family. It is an invitation to talk. When a child explains learning at home, that learning grows stronger.

How to Send It

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

Family Letter

Dear Families,

This week your child is learning how to turn one thesis (central idea), or central idea, into three strong reasons for the body of an Extended Constructed Response (ECR). Students will practice a writing HABIT called the magnifying process: first they brainstorm many ideas, then group ideas that belong together, narrow each group to its big idea, and write a clear topic sentence.

We will read "Why We Need Laws" and "The Lunchroom Discoveries." Your child will use the problems and solutions in these texts to think about conflict, fairness, safety, health, and community. Ask your child to tell you the three steps after brainstorming: group, narrow, and say it in a topic sentence.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija está aprendiendo a convertir una tesis, o idea central, en tres razones fuertes para el cuerpo de una Respuesta Construida Extendida (ECR). Los estudiantes practicarán un HÁBITO de escritura llamado el proceso de ampliación: primero hacen una lluvia de ideas, después agrupan las ideas que pertenecen juntas, reducen cada grupo a su idea principal y escriben una oración temática clara.

Leeremos "Por qué necesitamos leyes" y "El descubrimiento en la cafetería." Su hijo o hija usará los problemas y las soluciones de estos textos para pensar sobre el conflicto, la justicia, la seguridad, la salud y la comunidad. Pídale que le diga los tres pasos después de la lluvia de ideas: agrupar, reducir y expresarlo en una oración temática.

Con aprecio, La maestra o el maestro 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 can be answered with only yes or no.

- What does it mean to brainstorm many reasons before choosing the best three?
- How can you tell when two ideas belong in the same group?
- Why do writers narrow a group of details into one big idea?
- Tell me one reason laws were needed and one reason pasteurized milk is important.
- Read one of your topic sentences to me. How does it support your thesis (central idea)?

Simple Family Activities

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

Family Activity - Why Rules Matter

Ask your child, "Why do we need rules at home?" Together, brainstorm at least six reasons. Put like-minded reasons into groups, name the big idea in each group, and say three topic sentences beginning, "One reason we need rules is because..."

Family Activity - Magnify a Helpful Discovery

Talk about an invention or discovery that helps your family. Gather several ways it helps, group the ideas, choose the three clearest groups, and have your child explain which reason would make the strongest topic sentence.

Module 3 — Lesson Overview and Standards

Lesson Overview

An Extended Constructed Response (ECR) becomes stronger when the writer develops a thesis (central idea) with distinct reasons. In "Magnifying Reasons for WHY Prompts," students use a magnifying-process HABIT to brainstorm many possible reasons, group like-minded reasons, narrow each group to a big idea, and form three topic sentences. Students work with the conflict and solutions in "Why We Need Laws" and "The Lunchroom Discoveries," then connect each reason to evidence, explanation, and significance.

BIG Goal: Students will magnify a WHY thesis (central idea) into three clear, different topic sentences that can build the body of an ECR.

TEKS Correlations

The Student Expectation column below is the exact wording of each TEKS breakout — quoted verbatim from the Texas Essential Knowledge and Skills, not paraphrased.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where It Is Taught and Practiced in This Module
3.11A(i)	Writing Process — Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Days 1-3: students brainstorm, group, and narrow reasons before selecting topic sentences for an ECR.
3.11C(i)	Revising	revise drafts to improve sentence structure	Day 4 and the additional writing opportunity: students revise a topic sentence so it is complete, precise, and distinct from the other reasons.
3.12B(i)	Writing — Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students use a thesis (central idea) to create topic sentences that develop an informational ECR.
3.12B(ii)	Writing — Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-5: students organize distinct reasons as body-paragraph topic sentences and plan evidence and explanation.
3.12B(iii)	Writing — Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Days 3-5: students select precise language and vary topic sentences to make their ECR clearer.

Interdisciplinary context (background only, not a writing standard): "Why We Need Laws" connects to Social Studies 3.2A, and "The Lunchroom Discoveries" connects to Social Studies 3.13A.

Module 3 — 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.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	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 orally with increasing specificity and detail during 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.	Days 3 and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, 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 2, 3, and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the additional writing opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

Module 3 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they magnify a thesis (central idea) into topic sentences.

Level	Language Objective
Pre-Production	Point to or sort picture-supported reason cards into conflict, fairness, and safety/order groups.
Beginning	Use a word bank to name the big idea in one group: "This group is about ____."
Intermediate	Orally explain a group using the frame, "These ideas belong together because ____."
High Intermediate	Say a complete topic sentence that gives one reason supporting the thesis (central idea).
Advanced	Write three distinct topic sentences and explain how each supports the thesis (central idea).

Students at the Pre-Production and Beginning levels will rely on colored buckets, visuals, gestures, and sentence frames; students at the Intermediate and higher levels will use the frames to explain their own thinking.

Language Domains

This module builds all four language domains as students learn magnifying a thesis (central idea) into strong reasons that build the body. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear a thesis (central idea) read aloud, then say two reasons that would support it.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students grow a thesis (central idea) into strong reasons in writing, moving from a spoken idea to a written response.

Module 3 — Learning Destination

Module Learning Objective

Students will magnify a WHY thesis (central idea) by brainstorming, grouping, narrowing, and turning three different big ideas into clear topic sentences for an ECR.

I Will Statements

- I will brainstorm many reasons before I choose.
- I will group like-minded reasons.
- I will narrow each group into one big idea.
- I will write three topic sentences that support my thesis (central idea).
- I will connect each topic sentence to evidence, explanation, and significance.

I Can Statements

- I can gather more than one idea.
- I can tell which ideas belong together.
- I can name the big idea in a group.
- I can write a clear topic sentence for each reason.
- I can make sure my three reasons are different.

★ Daily Deck

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

- I brainstorm enough ideas before narrowing.
- I group like-minded reasons correctly.
- I choose three reasons that are truly different from one another.
- My topic sentences are clear, complete, and connected to my thesis (central idea).
- I can plan evidence and explanation for each topic sentence.

Evidence That Will Demonstrate Mastery

- A completed Rules Flap or planning page from Day 2.
- Three independently written topic sentences from Day 3.
- A revised topic sentence and self-target from Day 4.
- The Day 5 partner explanation and exit ticket.

Module 3 — Rigor and Misconceptions

Rigor Safeguard

You may supply reason cards, colored buckets, an anchor chart, and a sentence frame. You may not choose a student's big idea or write the student's final topic sentence. The student must decide which ideas belong together, narrow the group, and create a reason that supports the thesis (central idea).

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify and sort details that state possible reasons.	Supported on Days 1-2.	Correctly sorted reason cards.
Inferential	Name the larger reason shared by details in a group.	Guided on Days 1-2, independent by Day 3.	A narrowed, paragraph-sized idea.
Evaluative	Judge whether three topic sentences are distinct, clear, and strong support for the thesis (central idea).	Partner discussion on Days 3 and 5.	The student revises or defends a topic sentence.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Three details equal three reasons.	Details may be treated as topic sentences.	Ask, "What bigger idea connects these details?" before drafting.
Brainstorming should stop after the first good idea.	Students may be rushed to choose.	Protect time to gather broadly before sorting and narrowing.
Different wording automatically makes reasons different.	Three sentences can sound different but repeat one idea.	Compare the big idea in each bucket and require separate groups.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A small detail can be a topic sentence.	The student writes, "People argued over land."	Ask the student to name what that detail shows about the bigger conflict.
All reasons must come from one group.	The student writes three sentences about arguing.	Place each final sentence beside a different colored bucket.
A topic sentence does not need to match the thesis (central idea).	A student writes about an unrelated passage detail.	Reread the thesis (central idea) and finish, "This reason supports it because..."

Thinking Levels Charts

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Module 3 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
idea	a thought in your mind	One ____ I have is ____.
group	things that belong together	I put these in one ____.
choose	to pick	I will ____ the best reason.
reason	why something is true or happened	One ____ we need rules is ____.
rules	directions that tell people what to do	____ can help people stay safe.
fair	treating people in an equal and right way	It is ____ when everyone gets a turn.
safe	protected from harm	Laws help people stay ____.
argue	to disagree, often with loud words	People may ____ without rules.
food	things people eat	Some people took more ____.
milk	a drink that can be made safer by heating	Pasteurized ____ is safer to drink.

Tier 2 Vocabulary

Teacher Script

"These are academic thinking words that help us understand questions and explain answers."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	a sentence that clearly answers the prompt	My ____ is my central idea.
central idea	the main point a writer wants the reader to understand	My ____ answers the question.
topic sentence	a sentence that tells the main idea of a paragraph	My ____ gives one reason.
brainstorm	to gather many ideas	First, I ____.
narrow	to make an idea more focused	Next, I ____ the group.
magnify	to make thinking clearer by looking closely	I ____ my reasons.
relationship	the way ideas connect	I explain the ____ between my reason and thesis (central idea).
evidence	proof from the text that supports an idea	I use ____ to support my reason.
explanation	words that tell how evidence proves an idea	My ____ connects the proof.
significance	why an idea matters	I tell the ____.
conflict	a problem or struggle in a text	The ____ gives me reasons to write.
revise	to make writing clearer or better	I ____ my topic sentence.

Tier 3 Vocabulary

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	Say It This Way	Student-Friendly Definition
laws	lawz	rules made to keep people safe and treat people fairly
fairness	FAIR-ness	the quality of treating people equally and rightly
community	kuh-MYOO-nuh-tee	a group of people who live or work in the same place
conflict	KON-flikt	a serious disagreement or problem
guidance	GY-dens	help that shows what to do
order	OR-der	a peaceful, organized way things are kept
protect	pruh-TEKT	to keep someone or something safe from harm
pasteurized	PAS-chuh-rized	heated to kill harmful germs
germs	jermz	tiny living things that can make people sick
harmful	HARM-ful	able to cause hurt or danger
illness	IL-nis	sickness
discovery	dih-SKUHV-uh-ree	something new that a person finds out

Module 3 — Background Knowledge and Teacher Context

This module uses the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries" at high stamina. In the poem, people argue, some take more than others, and fairness falls apart. Laws provide a way to reduce conflict, protect fairness, and create safety and order. This connects to Social Studies 3.2A because students consider why communities need rules and laws.

In the drama, students learn that Louis Pasteur's work with heating liquids helped kill harmful germs. Pasteurization makes milk safer, prevents illness, and continues to protect people. This connects to Social Studies 3.13A through a historical scientific discovery that improves daily life.

More Background for the Teacher

The magnifying process moves students from a broad collection of details to a small set of paragraph-sized ideas. Brainstorming avoids the first-idea trap. Grouping helps students see relationships among details. Narrowing asks students to name the larger idea hiding inside a group. The final topic sentence should be a distinct reason that develops the thesis (central idea) rather than a small piece of evidence.

The ECR Habit

Students use the magnifying-process HABIT after writing a thesis (central idea): brainstorm many reasons, group like-minded reasons, narrow each group, and choose the best three. Each topic sentence becomes a possible body paragraph that the writer can develop with evidence, explanation, and significance.

Module 3 — Materials, Preparation, and Timing

Materials to Gather

- Printed copies of both passages
- Interactive notebooks
- Pencils, highlighters, and sticky notes or index cards
- Chart paper and teacher whiteboard space
- Sentence strips or reason cards
- Small buckets or baskets in three different colors
- Spinner labeled Brainstorm, Group It, Narrow It, and Say It
- Flip the Flap gameboard and game pieces
- Sized envelopes or scrap paper for Practice Pockets

Preparation Before Day 1

- Write the magnifying-process anchor chart: brainstorm many reasons; group like-minded reasons; narrow each group; choose the best three; turn them into topic sentences.
- Prepare three colored buckets labeled conflict, fairness, and safety/order.
- Write or print the law reason cards from the mentor model.
- Prepare a four-flap notebook model: Think About It (WHY), Sort It (Group Ideas), Shrink It (Big Idea), and Say It (Topic Sentence).
- Create the Flip the Flap gameboard path leading to Topic Sentence Tower and prepare student markers.

Timing and Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	Gather ideas, introduce the magnifying process, and model three topic sentences.
Day 2	15	A — Attempt	Build Rules Flaps and play Flip the Flap - Why Rules Matter.
Day 3	15	D — Discuss + U — Use	Discuss the process and independently magnify reasons into topic sentences.
Day 4	15	A — Award + T — Target	Celebrate precise thinking and set a next target.
Day 5	15	E — Educate and Explain to Others	Teach the magnifying-process HABIT to a partner and complete an exit ticket.

Tiny Times Transition

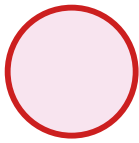
A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the magnifying-process HABIT.

When to use a Tiny Time: whenever the class moves from one activity to the next, whenever energy dips, and right before students write a topic sentence.

How to run a Tiny Time, step by step:

- Signal the class and get all eyes on you.
- Teacher script: "Tiny Time! Show me brainstorm." Students open their hands wide. Call: group it, narrow it, say it.
- Students pair their hands for group it, bring their hands close for narrow it, and point to their notebook for say it.
- Call the four moves in a new order, then have students return quietly to their seats ready to write.

Module 3 — Anchor Charts and the DOT Reading Habit



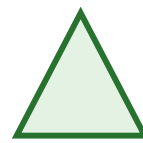
Red Circle

Noun (topic)



Yellow Box

Verb (action)



Green Triangle

Clue word (what/why/how)

Step	Writer Action	What It Means
1	Brainstorm	Gather many possible reasons.
2	Group	Put like-minded reasons together.
3	Narrow	Name the big idea in each group.
4	Choose	Select the best three different ideas.
5	Say It	Turn each big idea into a topic sentence.

Letter	ECR Part	What It Means
T	Thesis (Central Idea)	The answer to the prompt.
R	Reason/Way	Why or how it is true.
E	Evidence	Text proof.
E	Explanation	How the evidence proves it.
S	Significance	Why it matters.

The DOT Reading Habit

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."

Daily Deck Slide

Dot = I'm not sure about this word yet.

Encouragement: "Noticing an unfamiliar word helps you return to it with curiosity. Strong readers keep track of words they are still learning."

Create the Anchor Chart

Teacher directions: Build an anchor chart from the information on this page. Write: "How to Magnify a Reason or a Way!" Add the five steps: brainstorm many reasons, group like-minded reasons, narrow each group, choose the best three, and turn them into topic sentences. Add the ECR (TREES) chart and the DOT reminder. Display it all week so students can refer to it.

Module 3 — Magnifying Reasons: Modeled Annotation

Teacher Script

"Yesterday, we practiced answering WHY prompts with thesis (central idea) statements. Today, we are going to take that thesis (central idea) and stretch it into the middle of our ECR."

Teacher Script

"Good writers do not just repeat the thesis (central idea) over and over. Good writers take the thesis (central idea) apart and build body paragraphs from the strongest reasons."

Teacher Script

"Today's HABIT is called the magnifying process."

★ Daily Deck Slide

Thesis (Central Idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.

Teacher Script

"That thesis (central idea) gives us a strong answer, but now we need body paragraphs. That means we need strong reason sentences."

Teacher Script

"I am going to brainstorm every reason I can think of for why laws were needed. At this stage, I do not worry about being perfect. I gather."

★ Daily Deck Slide

Possible reasons laws were needed: people argued over land; people argued over things; voices grew loud; small problems grew bigger; some took more food; others had too little; strong voices won; quiet voices were ignored; disagreements spread; fairness fell apart; people needed guidance; communities needed safety; people wanted a fair way to live; rules could help everyone know what to do; laws could protect people.

 Teacher Script

"Now I will place my ideas into like-minded groups. This is where the buckets or baskets help."

 Teacher Script

"Now I look into each bucket and ask, 'What is the biggest idea hiding inside this group?'"

 Daily Deck Slide

Red Bucket narrowed idea: Laws were needed to stop growing arguments and conflict. Write on the board: Blue Bucket narrowed idea: Laws were needed to protect fairness for everyone. Write on the board: Green Bucket narrowed idea: Laws were needed to create safety and order in the community.

 Teacher Script

"These are stronger because they are not little details anymore. They are now paragraph-sized ideas."

 Daily Deck Slide

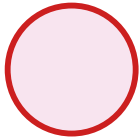
1. Laws were needed because they helped stop arguments and prevent conflicts from growing. Write on the board: 2. Laws were needed because they protected fairness and kept stronger people from taking advantage of others. Write on the board: 3. Laws were needed because they created safety and order for the whole community.

 Teacher Script

"These are now topic sentences. These are also called reason sentences because each one gives a reason that supports the thesis (central idea)."

Module 3 — The Magnifying Process and ECR (TREES)

Students use the magnifying-process HABIT after they write a WHY thesis (central idea). The process helps students turn many small details into three distinct reasons ready for body paragraphs.



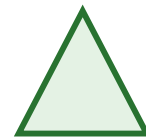
Red Circle

Noun (topic)



Yellow Box

Verb (action)



Green Triangle

Clue word (what/why/how)

Step	Movement	Thinking Question
Brainstorm	Open hands wide	What reasons can I gather?
Group It	Bring like-minded cards together	Which ideas belong together?
Narrow It	Bring hands close	What big idea is hiding in this group?
Choose Three	Hold up three fingers	Which three reasons are clearest and different?
Say It	Point to notebook	How can I write this as a topic sentence?

ECR (TREES) Thinking Chart

Part	What the Writer Does	Question to Ask
Thesis (Central Idea)	Clearly answers the prompt.	What is my central idea?
Reason/Way	Gives a distinct why or how.	Which big idea will this paragraph explain?
Evidence	Gives text proof.	Which detail proves this reason?
Explanation	Connects proof to the thesis (central idea).	How does the evidence prove my reason?
Significance	States why the idea matters.	Why should the reader care?

How to Use the Magnifying-Process Chart



Teacher Script

"When you magnify your thinking, you do not make it bigger just to make it bigger. You make it clearer."

 Teacher Script

"First I gather. Then I group. Then I narrow. Then I choose three. Then I turn them into topic sentences."

Before Students Read

Preview the passages with students before reading. Students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt. (The color-coded copy and the Student Annotation Guide are added once the final passage copies are placed.)

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.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: 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. (Highlight color: 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 (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Why We Need Laws (Stamina: High)

[1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
[6] Strong voices won while quiet ones stayed brittle.
[7] Disagreements spread like storms across the town,
[8] And fairness often seemed to tumble down.
[9] So people gathered, searching for a way,
[10] To write fair rules that everyone would obey.
[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.
[13] The rules helped neighbors settle what was fair,
[14] And gave each person rights that all could share.

Student Annotation Guide — Why We Need Laws

T — Time

Long ago

R — Reactions

Voices grew loud

A — Actions

Some took more food; people gathered

C — Character/Concept/Creature

Communities

K — Key Knowledge

laws to guide what people say and do; rights that all could share

S — Scenery/Setting

across the town

TRACKS EVIDENCE HIGHLIGHTING — Why We Need Laws

- [1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
[6] Strong voices won while quiet ones stayed brittle.
[7] Disagreements spread like storms across the town,
[8] And fairness often seemed to tumble down.
[9] So people gathered, searching for a way,
[10] To write fair rules that everyone would obey.
[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.
[13] The rules helped neighbors settle what was fair,
[14] And gave each person rights that all could share.

PASSAGE 2 — The Lunchroom Discoveries (Stamina: High)

[1] Characters: NARRATOR, ALEX, JORDAN, MAYA

[2] Scene 1: Lunchroom

[3] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.

[4] *[Alex opens a milk carton and looks at the label.]*

[5] ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?

[6] JORDAN: Really? What kind of problem?

[7] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.

[8] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[9] *[Jordan points to the milk carton on the table.]*

[10] JORDAN: Oh! That's why milk is pasteurized now, right?

[11] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[12] JORDAN: So the milk we're drinking is safer because of his discovery.

[13] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.

[14] JORDAN: I never thought about how many things scientists have helped improve.

[15] ALEX: Me either. We use some of their discoveries all the time without even noticing.

[16] JORDAN: Did people know about germs before Louis Pasteur?

[17] ALEX: Not as much as they do today. Many people did not understand what caused diseases.

[18] JORDAN: That must have made it hard to keep people healthy.

[19] ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness.

[20] NARRATOR: Jordan looks at his lunch tray and thinks about all the food people eat every day.

[21] JORDAN: So his work helped more than just people who drank milk?

[22] ALEX: Definitely. His discoveries helped people learn how to make many foods safer.

[23] JORDAN: That's pretty amazing.

[24] ALEX: I think so too. One discovery ended up helping millions of people.

[25] *[Maya walks over carrying her lunch tray.]* MAYA: What are you two talking about?

[26] JORDAN: Louis Pasteur. MAYA: Oh, I remember learning about him. He studied germs,

right?

[27] ALEX: Yes. His research helped people understand that germs can make people sick.MAYA: My teacher said that many people did not believe that at first.

[28] JORDAN: Really?MAYA: Yes. Some people thought illnesses happened for completely different reasons.

[29] ALEX: That's why his discoveries were such a big deal. They changed the way people thought about health.

[30] NARRATOR: Maya sits down and opens her lunch.MAYA: Scientists must have been excited when they learned more about germs.

[31] ALEX: Probably. It gave them new information to work with.

[32] JORDAN: It sounds like one discovery can lead to many others.MAYA: That's true. Scientists often build on what other people have learned.

[33] NARRATOR: The students begin talking about how discoveries affect their daily lives.

[34] JORDAN: What other things do we use because of scientists?MAYA: Medicine is one example.

[35] ALEX: Vaccines too.

[36] JORDAN: I never realized how many things started with someone trying to solve a problem.MAYA: That's what makes discoveries important.

[37] NARRATOR: Alex takes another drink of milk.

[38] ALEX: Think about this carton of milk. Most people probably never stop to think about why it is safe to drink.

[39] JORDAN: They just expect it to be safe.

[40] ALEX: Exactly. But people like Louis Pasteur helped make that possible.MAYA: It shows how one person's work can help lots of other people.

Student Annotation Guide — The Lunchroom Discoveries

T — Time

A long time ago

R — Reactions

That's pretty amazing.; did not believe that at first.

A — Actions

opens a milk carton; Maya walks over

C — Character/Concept/Creature

Louis Pasteur; MAYA

K — Key Knowledge

heating liquids could kill harmful germs; Vaccines

S — Scenery/Setting

school cafeteria

TRACKS EVIDENCE HIGHLIGHTING — The Lunchroom Discoveries

[1] Characters: NARRATOR ALEX JORDAN MAYA

[2] Scene 1: Lunchroom

[3] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.

[4] *[Alex opens a milk carton and looks at the label.]*

[5] ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?

[6] JORDAN: Really? What kind of problem?

[7] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.

[8] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[9] *[Jordan points to the milk carton on the table.]*

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[25] *[Maya walks over carrying her lunch tray.]* MAYA: What are you two talking about?

[26] JORDAN: Louis Pasteur. MAYA: Oh, I remember learning about him. He studied germs,

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[28] JORDAN: Really? MAYA: Yes. Some people thought illnesses happened for completely different reasons.

[29] ALEX: That's why his discoveries were such a big deal. They changed the way people thought about health.

[30] NARRATOR: Maya sits down and opens her lunch. MAYA: Scientists must have been excited when they learned more about germs.

[31] ALEX: Probably. It gave them new information to work with.

[32] JORDAN: It sounds like one discovery can lead to many others. MAYA: That's true. Scientists often build on what other people have learned.

[33] NARRATOR: The students begin talking about how discoveries affect their daily lives.

[34] JORDAN: What other things do we use because of scientists? MAYA: Medicine is one example.

[35] ALEX: Vaccines too.

[36] JORDAN: I never realized how many things started with someone trying to solve a problem. MAYA: That's what makes discoveries important.

[37] NARRATOR: Alex takes another drink of milk.

[38] ALEX: Think about this carton of milk. Most people probably never stop to think about why it is safe to drink.

[39] JORDAN: They just expect it to be safe.

[40] ALEX: Exactly. But people like Louis Pasteur helped make that possible. MAYA: It shows how one person's work can help lots of other people.

🕒 Day 1 - Gather and Reveal (15 minutes)

G

R

TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B(i) — compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS	1(E) — demonstrate listening comprehension; 3(E) — use pre-reading strategies

GATHER

🔊 Teacher Script

"Today, I want you to imagine that you are standing in a giant room full of ideas. Ideas are everywhere. Some are loud. Some are tiny. Some are repeated. Some belong together. Some do not."

🔊 Teacher Script

"Now imagine that you are holding a giant magnifying glass."

🔊 Teacher Script

"Your job is not to grab every idea and keep it. Your job is to notice, sort, narrow, and choose."

🔊 Teacher Script

"Writers do not just think of one reason and stop. Writers gather many reasons first. Then they magnify them."

🔊 Teacher Script

"Today, we are going to become idea collectors, idea sorters, and idea narrowers."

 Teacher Script

"Say this with me:"

 Teacher Script

"Hear ye, hear ye, reasons are near me. I gather them up so my writing is clear-y."

 Teacher Script

"Again."

 Teacher Script

"Hear ye, hear ye, reasons are near me. I gather them up so my writing is clear-y."

 Teacher Script

"By the end of today, you will know how to take one WHY thesis (central idea) and grow it into three strong topic sentences for your body paragraphs."

 Daily Deck Slide

Display the titles "Why We Need Laws" and "The Lunchroom Discoveries." Read the passages at high stamina.

 Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

 Daily Deck Slide (cont.)

Students DOT unknown words as they read.

REVEAL **Teacher Script**

"Yesterday, we practiced answering WHY prompts with thesis (central idea) statements. Today, we are going to take that thesis (central idea) and stretch it into the middle of our ECR."

 Teacher Script

"Good writers do not just repeat the thesis (central idea) over and over. Good writers take the thesis (central idea) apart and build body paragraphs from the strongest reasons."

 Teacher Script

"Today's HABIT is called the magnifying process."

 Daily Deck Slide

How to Magnify a Reason or a Way! Write on the board: 1. Brainstorm many reasons 2. Group like-minded reasons 3. Narrow each group 4. Choose the best three 5. Turn them into topic sentences Write on the board: Thesis (Central Idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.

 Teacher Script

"That thesis (central idea) gives us a strong answer, but now we need body paragraphs. That means we need strong reason sentences."

Teacher Modeling **Teacher Script**

"I am going to brainstorm every reason I can think of for why laws were needed. At this stage, I do not worry about being perfect. I gather."

 Daily Deck Slide

Possible reasons laws were needed: people argued over land; people argued over things; voices grew loud; small problems grew bigger; some took more food; others had too little; strong voices won; quiet voices were ignored; disagreements spread; fairness fell apart; people needed guidance; communities needed safety; people wanted a fair way to live; rules could help everyone know what to do; laws could protect people.

 Teacher Script

"This first layer is wide. I want my students to see that writers do not begin narrow. They begin open."

 Teacher Script

"Now I will place my ideas into like-minded groups. This is where the buckets or baskets help."

 Teacher Script

"I am going to sort my brainstormed reasons into groups that belong together."

 Daily Deck Slide

Red Bucket: Arguments and conflict. Blue Bucket: Unfairness. Green Bucket: Safety and order.

 Teacher Script

"Now my reasons are no longer floating everywhere. They are grouped. That means my thinking is becoming organized."

Embedded Check for Understanding

Give partners two reason cards. Ask them to choose a bucket and explain, "These belong together because ____." Listen for grouping by big idea rather than by one repeated word.

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Focus
TEKS	3.11A(i) — plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
ELPS	1(C) — follow oral directions with accuracy; 2(E) — explain information orally

ATTEMPT

Students create a four-flap foldable across two notebook pages. Label the flaps Think About It (WHY), Sort It (Group Ideas), Shrink It (Big Idea), and Say It (Topic Sentence).



Teacher Script

"Today we are building a Rules Flap!"



Teacher Script

"We will start with a BIG idea, then break it into smaller, clearer reasons."



Teacher Script

"By the end, you will have 3 strong sentences that explain your thinking."

Flip the Flap - Why Rules Matter — InterActivity

Students cut out game cards and use an envelope or scrap paper to create a Practice Pocket. Students play in pairs or small groups using the gameboard path leading to Topic Sentence Tower.

Flap 1: Think About It (WHY)



Daily Deck Slide

WHY do we need rules?

Students draw or write three simple ideas, such as people might argue, things might feel unfair, and people might get hurt.

Flap 2: Sort It (Group Ideas)

Students group arguing, yelling, and fighting; unfairness, not sharing, and taking turns; and safety, not getting hurt, and following rules. They may circle or color-code each group.

Flap 3: Shrink It (Big Idea)

Students name the big idea in each group: people disagree; things are not fair; people need to stay safe.

Flap 4: Say It (Topic Sentence) **Daily Deck Slide**

One reason we need rules is because _____.

Students write a complete topic sentence for each big idea.

Possible answers:

- One reason we need rules is because people may disagree.
- One reason we need rules is because things may not be fair.
- One reason we need rules is because people need to stay safe.

Teacher Listen-Fors

- Students gather more than one possible reason before they select.
- Students group ideas by meaning.
- Students make three different topic sentences.

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B(ii) — compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
ELPS	2(E) — explain information orally; 4(D) — write using grade-appropriate sentence lengths and types

DISCUSS

Teacher Script

"Now that you have gone through the magnifying process, let's talk about what happened to your thinking."

Ask:

- Why is brainstorming many reasons helpful before choosing only three?
- How did grouping your reasons help your thinking become clearer?
- Why should your three final reasons come from separate groups?
- What happens if your topic sentences all say almost the same thing?
- How did the problem and conflict in the text help you think of strong reasons?

Teacher Script

"Yes. Brainstorming keeps us from grabbing the first idea and stopping too early."

Teacher Script

"Exactly. Grouping helps separate details from bigger ideas."

Teacher Script

"That is strong thinking. When all three reasons are different, the writing grows wider and stronger."

 Teacher Script

"You noticed something important. The conflict often creates the reasons."

USE (Independent Practice) — Magnify My Reasons **Teacher Script**

"Now you will do the magnifying process on your own in your interactive notebook. This is your time to show that you can gather, group, narrow, and build."

Section 1: Thesis (Central Idea) **Daily Deck Slide**

Laws were needed because people argued, fairness was lost, and problems grew without rules.

Section 2: Brainstorm

Students write as many reasons as possible.

Section 3: Group My Reasons **Daily Deck Slide**

Conflict | fairness | safety/order

Students create three labeled boxes and sort their reasons.

Section 4: My Final 3 Topic Sentences

Students write one topic sentence from each group.

 Daily Deck Slide

Brainstorm examples: people argued over land; some people took too much; strong voices won; quiet people lost out; disagreements spread; rules could guide people; laws could help communities stay safe; fairness needed protection.

 Answer Key Possibilities

- Laws were needed because they helped stop arguments from growing into bigger conflicts.
- Laws were needed because they protected fairness when some people tried to take more than others.
- Laws were needed because they brought safety and order to the community.

Optional Second Notebook Practice

★ Daily Deck Slide

Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

Students repeat the magnifying process and write three topic sentences about safety, prevention of sickness, and continued protection.

Embedded Check for Understanding

Ask students to point to the bucket behind each final topic sentence. If two sentences come from the same bucket, ask the student to return to the brainstorm and select or create a different big idea.

🕒 Day 4 - Award and Target (15 minutes)

A

T

TEKS and ELPS for Today

Standard	Focus
TEKS	3.11C(i) — revise drafts to improve sentence structure
ELPS	2(F) — respond to information; 4(E) — write using conventions

AWARD



Teacher Script

"Today, you did not just write. You magnified your thinking."



Teacher Script

"You gathered many ideas instead of settling for one."



Teacher Script

"You grouped your thoughts like a writer."



Teacher Script

"You narrowed them with purpose."



Teacher Script

"And then you built topic sentences that are ready to become body paragraphs."



Teacher Script

"Let's celebrate that."



Teacher Script

"Hear ye, hear ye, reasons are near me. I gathered them up, and now my writing is clear-y."

Recognition options: Reason Gatherer, Bucket Boss, Magnifying Master, or Topic Sentence Builder.

Students circle the step they did best: brainstorming, grouping, narrowing, or topic sentence writing.

TARGET

Teacher Script

"Writers grow when they know what they did well and what they still want to strengthen."

Students complete:

- One thing I did well as a writer today was...
- Next time I want to get better at...
- I still need help with...
- One question I still have is...
- One HABIT I will keep using is...

Revise this repeated set of topic sentences so that each gives a different reason:

★ Daily Deck Slide

Laws were needed because people argued. Laws were needed because people argued loudly. Laws were needed because people argued over land.

Possible revision:

- Laws were needed because they helped stop arguments from growing into conflict.
- Laws were needed because they protected fairness for everyone.
- Laws were needed because they created safety and order in the community.

Curiosity questions:

- What would happen if I skipped the grouping step?
- Why do good writers need to narrow their ideas?
- What makes one reason stronger than another?
- Could a weak topic sentence lead to a weak paragraph?

Closing Encouragement



Teacher Script

"Your careful choices turned a crowded collection of ideas into a clear path for your writing. Keep using the process when your ideas feel too big."

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B(iii) — compose informational texts, including brief compositions that convey information about a topic, using craft; 3.11C(i) — revise drafts to improve sentence structure
ELPS	2(E) — explain information orally; 4(D) — write using grade-appropriate sentence lengths and types

EXPLAIN

Students turn and teach:

- What the magnifying process is.
- Why brainstorming comes first.
- How grouping helps.
- How to create the final three topic sentences.

Teacher Script

"Now you are going to teach someone else what you learned. Teaching helps your brain hold on to the HABIT."

EDUCATE

Partners use these sentence frames:

- "First, I brainstorm many reasons because..."
- "Next, I group like-minded ideas by..."
- "Then, I narrow each group into..."
- "Finally, I turn the best three ideas into..."

Teacher Listen-Fors:

- The student uses brainstorm, group, narrow, and topic sentence.
- The student explains that the three final reasons should be different.
- The student connects topic sentences back to the thesis (central idea).

Partners use the ECR (TREES) chart to identify the evidence, explanation, and significance they could add to one topic sentence.

Closing Encouragement

Teacher Script

"Today, you learned that writers do not just pick reasons. Writers magnify them."

Teacher Script

"You learned how to gather many ideas, place them where they belong, narrow them into strong thinking, and turn them into topic sentences."

Teacher Script

"That is not small work. That is the work of a real writer."

Teacher Script

"Say it one last time with me: Hear ye, hear ye, reasons are near me. I gather them up so my writing is clear-y."

Exit Ticket

Prompt: Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

Students brainstorm at least six ideas, group them, and write three distinct topic sentences. Underline the topic sentence that most clearly connects to safety.

Answer Key

- Pasteurized milk is important because it helps stop harmful germs from causing sickness.
- Pasteurized milk is important because it makes milk safer for people to drink.
- Pasteurized milk is important because the discovery still protects people today.

Module 3 — Low, Medium, and High Exemplars

These exemplars show three levels of an Extended Constructed Response to the same Module 3 prompt, so teachers can calibrate expectations and show students what "getting stronger" looks like. Prompt: Explain WHY laws were needed in "Why We Need Laws."

Low Exemplar

- Student Response: "People argued over land. Some people took food. Laws helped people."
- What Is Working: The student names details from the poem.
- Teacher Notes: The response has details but no thesis (central idea), clear reason, evidence connection, or explanation.
- What Needs Improvement: Group the details and name a larger reason in a topic sentence.

Medium Exemplar

- Student Response: "Laws were needed because people argued. Laws were needed because people argued loudly. Laws were needed because people argued over land."
- What Is Working: The response includes topic-sentence attempts about conflict.
- Teacher Notes: All three sentences repeat the same group and do not develop three distinct reasons.
- What Needs Improvement: Use fairness and safety/order groups to create two additional reasons.

High Exemplar

- Student Response: "Laws were needed because they helped stop arguments from growing into bigger conflicts. They were also needed because they protected fairness when some people tried to take more than others. Finally, laws created safety and order for the community. In the poem, some people took more food while others had too little. This shows that laws helped protect people from unfairness and made community life more peaceful."
- What Is Working: The response has a thesis (central idea)-supported set of distinct reasons, evidence, and explanation.
- Teacher Notes: Each topic sentence comes from a different narrowed group.
- What Needs Improvement: Ready to add further evidence, explanation, and significance to every body paragraph.

Exemplar Engagement Activity

Show all three responses without labels. Partners identify the repeated ideas, sort the reasons by bucket, and rank the responses. Then partners revise the Medium response so it includes conflict, fairness, and safety/order.

Module 3 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can magnify a thesis (central idea) into three distinct topic sentences that build an ECR.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, reason cards, colored buckets, highlighters, and both passages.
Related TEKS Breakout	3.11A(i) planning; 3.12B(i) clear central idea; 3.12B(ii) genre characteristics; 3.11C(i) revising sentence structure.
Task	Students brainstorm possible reasons, group them, narrow each group, and write three topic sentences for a WHY thesis (central idea).
Expected Response	The student creates three clear, complete, thesis (central idea)-aligned topic sentences from separate groups and identifies possible evidence for each.

Informal Assessment

During Days 1-2, listen as students sort reason cards and name the big idea in each colored bucket during the Rules Flap activity.

Formative Assessment

The Day 3 independent Magnify My Reasons page is the formative check. Students use the law thesis (central idea), brainstorm, sort reasons into conflict, fairness, and safety/order, and write one topic sentence from each group.

Group	Expected Narrowed Idea	Possible Topic Sentence
Conflict	Laws were needed to stop growing arguments and conflict.	Laws were needed because they helped stop arguments from growing into bigger conflicts.
Fairness	Laws were needed to protect fairness for everyone.	Laws were needed because they protected fairness when some people tried to take more than others.
Safety/Order	Laws were needed to create safety and order in the community.	Laws were needed because they brought safety and order to the community.

 Answer Key

Teacher note: Accept varied wording when each sentence is complete, supports the thesis (central idea), and represents a different big idea.

Module 3 — Intervention: Bucket by Bucket Support

Field	Detail
Purpose	Support students who need extra practice with the magnifying process.
Group Size	Small group (3-6 students)
Time Needed	10-12 minutes
Materials	Prewritten reason cards, three colored buckets, sentence frames, dry erase boards, and both passages.
Relevant TEKS Breakout	3.11A(i) planning; 3.12B(i) clear central idea; 3.12B(ii) genre characteristics; 3.11C(i) revising.
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond.

Step 1 - Read and Sort

Teacher Script

"We are going to slow the process down and do it one bucket at a time."

Students read one card aloud at a time. The teacher helps them sort cards into conflict, fairness, and safety/order buckets.

Pre-sorted card support:

- Conflict: argued over land; voices grew loud; disagreements spread.
- Fairness: some took more food; others had too little; strong voices won.
- Safety/Order: people needed rules; communities needed safety; laws could guide behavior.

Step 2 - Name the Big Idea

Students choose one card from each bucket that best shows the larger idea and complete:

- "This group is about..."
- "The biggest idea in this group is..."

Step 3 - Say It as a Topic Sentence

Students complete: "A topic sentence for this group could be..."

Intervention answer key:

1. Laws were needed because they helped stop conflict from spreading.
2. Laws were needed because they protected fairness for everyone.
3. Laws were needed because they created safety and order.

Step 4 - Oral Rehearsal

Teacher Script

"Hear ye, hear ye, reasons are near me. I sort them with care so my meaning is clear-y."

Students point to a bucket, state its big idea, and say a complete topic sentence. If needed, repeat the sentence before writing it.

Step 5 - Small Group Teacher Table

Ask: "Which cards belong together?" "What bigger idea do they show?" "How does that idea support the thesis (central idea)?"

Teacher Script

"Take one group at a time. Your job is to turn its big idea into one clear sentence."

Module 3 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to brainstorm reasons before sorting.	Students produce several possible reasons or details.	Students stop after one idea.	Ask, "What else could this problem have caused?" and invite another idea.
Ask students to place a reason card in a bucket.	Students group cards by conflict, fairness, or safety/order.	Students sort by a repeated word rather than meaning.	Read the cards together and ask what big idea they share.
Ask for the big idea hiding in a group.	Students narrow details into a paragraph-sized reason.	Students repeat one small detail.	Ask, "What would you call this whole group?"
Ask whether three topic sentences are different.	Students identify three separate reasons supporting the thesis (central idea).	Students accept three versions of the same reason.	Have students show the bucket behind each sentence; revise duplicates.

Student Support Quick Reference

If a student...	Support to Provide
Cannot generate many reasons	Provide picture-supported reason cards, then ask the student to add one new card.
Cannot group ideas	Use three colored buckets and orally rehearse the name of each group.
Uses a detail as a topic sentence	Ask, "What bigger idea does this detail show?" and use the frame, "Laws were needed because..."
Masters quickly	Route to Magnify Across Texts enrichment.

Supporting Materials in This Book

The magnifying-process anchor chart, ECR (TREES) chart, Rules Flap, reason cards, colored-bucket labels, sentence frames, and exemplars support this module's checks.

Module 3 — Enrichment: Magnify Across Texts

Field	Detail
Purpose	Challenge students who can independently magnify reasons to develop distinct paired-passage topic sentences.
Group Size	Pairs or small groups
Materials	Both passages, notebooks, colored buckets, and highlighters
Relevant TEKS Breakout	3.12B(i) clear central idea; 3.12B(ii) genre characteristics; 3.12B(iii) craft; 3.11C(i) revising.
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences.

Paired Thesis (Central Idea)

★ Daily Deck Slide

The solutions in *Why We Need Laws* and *The Lunchroom Discoveries* are important because they protect people, solve problems, and improve daily life.

Student Task

1. Brainstorm as many reasons as possible from both texts.
2. Group reasons into categories.
3. Narrow the groups.
4. Select the strongest three.
5. Write three paired-passage topic sentences.

Possible Groupings

Group	Ideas from Both Texts
Protection	Laws protect fairness; pasteurized milk protects health.
Problem-Solving	Laws solve conflict; pasteurization solves sickness caused by germs.
Better Community Life	Laws improve community safety; pasteurization improves daily health and safety.

Possible Enrichment Topic Sentences

1. The solutions in both texts are important because they protect people from harm and unfairness.

2. The solutions in both texts are important because they solve serious problems that affect everyday life.
3. The solutions in both texts are important because they help communities become safer and stronger.

Advanced Extension

Students write a fourth paragraph idea and explain why it should or should not replace one of the top three.

Expert Reflection



Teacher Script

"Look for the relationship between the texts, then let each group of ideas lead you to a stronger reason. Your writing can hold more than one text at a time."

Module 3 — Additional Writing Opportunity: Plan and Draft

Writing Prompt

Explain WHY laws were needed in "Why We Need Laws."

Connection to This Module

This week you learned to magnify a thesis (central idea) into three strong topic sentences. Now you will use the same HABIT to plan and draft an Extended Constructed Response with a thesis (central idea), reasons, evidence, explanation, and significance.

Planning Support

1. Write a thesis (central idea) that clearly answers the WHY prompt.
2. Brainstorm many reasons from the poem.
3. Group like-minded reasons into conflict, fairness, and safety/order.
4. Narrow each group into one big idea.
5. Write three topic sentences, one from each group.
6. Plan evidence and explanation for each topic sentence.
7. Plan a significance statement: why do laws matter to a community?

Drafting Space

Write your Extended Constructed Response. Start with your thesis (central idea), then add a body paragraph for each reason with evidence, explanation, and significance.

Success Criteria

- My thesis (central idea) answers the prompt.
- I include three clear topic sentences that are different from one another.
- I add relevant evidence and explain how it proves each reason.
- I state why laws matter to the community.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your response aloud. Improve one topic sentence so it is clear, complete, and different from the other reasons (TEKS 3.11C).

Edit

Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share

Read your response to a partner. Your partner identifies the thesis (central idea), the three reasons, evidence, explanation, and significance.

Companion Resources

Additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and the Module 3 answer keys are available in the companion resources.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the thinking, not only read it. These moments are built around this module's work — magnifying a thesis (central idea) into strong reasons that build the body:

- Think-aloud a thesis (central idea), then run a "reason volley" — partners toss possible reasons back and forth.
- Read each reason aloud; students buzz (say "hold up!") when a reason does NOT support the thesis (central idea).
- Say the three strongest reasons aloud in order, building the body out loud before anyone writes.
- Partners read each other's reasons aloud and echo back the single strongest one.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

Pause Point — Before Writing

Stop and think: What is the prompt really asking me to do? Say it in your own words before you write.

Pause Point — Midway

Stop and think: Does what I have written so far test each reason by asking 'does this hold up the thesis (central idea)?' before keeping it? If not, fix it now, not later.

Pause Point — Before You Finish

Stop and think: Would a reader who never saw the prompt still understand my answer? Add the one sentence that makes it clear.

Module 3 — At-Home Connection

Purpose

These at-home tasks turn your child into an idea gatherer, sorter, and topic-sentence writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a child explains the magnifying-process HABIT to you, the learning grows stronger.

Feature	Detail
Time	A few minutes each
Materials	None needed, except a pencil if the family wants to write

Teacher Information - Task Card 1

Teacher note: send this PINK card home first. It practices gathering and grouping reasons in a familiar setting.



Task Card 1 - Home Rules Buckets

TEKS 3.11A(i). Ask a family member, "Why do we need rules at home?" Gather at least six ideas. Put ideas that belong together into groups, then name the big idea for each group. Family signature: _____



Teacher Information - Task Card 2

Teacher note: this YELLOW card helps students turn big ideas into complete topic sentences.



Task Card 2 - Say It Clearly

TEKS 3.12B(i). Use three groups from Task Card 1. For each group, say or write: "One reason we need rules is because ____." Make sure each sentence gives a different reason. Family signature: _____



Teacher Information - Task Card 3

Teacher note: send this PINK card home. Card 3 is the same assignment with built-in language support. It is not a reduced standard.

**Task Card 3 - Big Idea Builder**

TEKS 3.12B(ii). Choose one group of ideas. Finish the frames: "These ideas belong together because ____." "The big idea is ____." "One reason ____ is because ____." Read your sentence to a family member. Family signature:



Module 3 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am proud of the careful thinking you are doing."

Directions: This tracker is for YOU! As you practice magnifying reasons and writing topic sentences, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not Yet	Getting It	I've Got It!
Brainstorm many reasons before I choose.			
Group like-minded reasons together.			
Name the big idea in a group.			
Choose three reasons that are different.			
Write a clear topic sentence for each reason.			
Connect a topic sentence to my thesis (central idea).			
Plan evidence and explanation for a body paragraph.			
Revise a topic sentence to make it clear and complete.			

One thing I am proud of:

One thing I want to get better at:

Module 3 — Teacher Closure and Reflection

Teacher Closure Script



Teacher Script

"You began with a room full of ideas, and you learned how to make that room useful."



Teacher Script

"You gathered, grouped, narrowed, and chose ideas that can carry your writing forward."



Teacher Script

"Each strong topic sentence gives your reader one clear reason to believe your thesis (central idea)."



Module Essential Question - Answered

How can a writer magnify a thesis (central idea) into strong reasons that build the body of an ECR? A writer brainstorms many reasons, groups like-minded ideas, narrows each group to a paragraph-sized big idea, and chooses three different ideas to write as clear topic sentences. Each topic sentence can be developed with evidence, explanation, and significance to build the body of an ECR.

Teacher Reflection - Module 3

Which students could brainstorm many ideas but struggled to group them by a big idea?

Which students wrote three topic sentences that repeated the same reason?

Did students connect each topic sentence back to the thesis (central idea) and plan appropriate evidence?

Who needs Bucket by Bucket Support, and who is ready to Magnify Across Texts

enrichment?

Teacher Notes

Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student Rules Flaps
 - Day 3 Magnify My Reasons planning pages
 - Three independently written topic sentences
 - Revised repeated-reason sentences from Day 4
 - The Module 3 My Progress Tracker
 - Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class
-
-
-

Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to computer or remote learners? Keep every activity — just adjust HOW students share and respond as they learn to grow a thesis (central idea) into strong reasons:

- Build the class reason list in a shared doc column that everyone can see and add to.
- Use reactions or emojis to vote which reasons are strongest before the body is written.
- Run a voice-thread or chat where each student adds ONE reason that supports the thesis (central idea).
- Screen-share the thesis (central idea) at the top so every remote reason is checked against it in real time.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.

MODULE

4

**Matching Reasons, Evidence,
and Explanations**

Week 4 • Very High Stamina

Module 4: Matching Reasons, Evidence, and Explanations

Week 4 - Very High Stamina

A Little Inspiration Goes a Long Way!

When students learn that evidence has a job and explanation gives it a voice, they stop writing to fill space and start writing to prove ideas.

Why This Module Matters

An Extended Constructed Response (ECR) becomes convincing when every reason has evidence that fits and an explanation that tells how the evidence proves the reason. In this module, students use CSI—Connect, Support, Infer—to choose proof with purpose. They practice signal markers, direct quotations, and three explanation styles: definition, expert testimony, and story or anecdote.

Module Essential Question

How can a writer match each reason with evidence and an explanation to build a complete ECR?

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.

Family Letter

Dear Families,

This week your child is learning how writers build proof in an Extended Constructed Response (ECR). Students will match a reason with a direct quotation from the text and an explanation that tells how the quotation proves the reason. They will use a simple check called CSI: Does the evidence Connect to the reason, Support the thinking, and help the writer Infer something important?

We will read "Why We Need Laws" and "The Lunchroom Discoveries." Students will explore conflict, fairness, laws, germs, pasteurization, and scientific discoveries. They will practice introducing evidence with signal markers such as "The poet said" and beginning explanations with words such as "This shows" or "This proves."

Please ask your child to explain CSI and share one reason, quote, and explanation that work together. Ask: "How do you know the quote proves your reason?" Hearing students explain their thinking is a powerful way to strengthen it.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija está aprendiendo cómo los escritores construyen pruebas en una Respuesta Construida Extendida (ECR). Los estudiantes unirán una razón con una cita directa del texto y una explicación que muestra cómo la cita prueba la razón. Usarán una revisión sencilla llamada CSI: ¿La evidencia se Conecta con la razón, Apoya el pensamiento y ayuda al escritor a Inferir algo importante?

Leeremos "Por qué necesitamos leyes" y "Los descubrimientos en la cafetería." Los estudiantes practicarán presentar evidencia con frases como "El poeta dijo" y comenzar explicaciones con frases como "Esto muestra" o "Esto prueba."

Pregúntele a su hijo o hija cómo sabe que una cita prueba su razón y pídale que comparta una razón, una cita y una explicación que funcionen juntas.

Con aprecio, La maestra o el maestro 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 mean when you are choosing evidence?
- Tell me one reason from a passage. Which quote would prove it, and why?
- What is the job of a signal marker before a quotation?
- Finish this sentence: "This shows ____ because ____."
- Which explanation style did you use: definition, expert testimony, or story? Why did it fit?

Simple Family Activities

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

Family Activity - CSI at Home

Make a family claim, such as "We need a bedtime routine." Ask your child to give one real piece of proof. Then ask: "Does it connect? Does it support? What can we infer?" Have your child explain how the proof supports the claim.

Family Activity - Three Ways to Explain

Choose a simple fact, such as "Washing hands helps people stay healthy." Have your child explain it three ways: by defining the idea, by using an expert-like explanation, and by telling a short personal story. Talk about which explanation is clearest.

Module 4 — Lesson Overview and Standards

Lesson Overview

An Extended Constructed Response (ECR) asks students to make their thinking visible. In "Matching Reasons, Evidence, and Explanations," students learn that a reason makes a claim, evidence proves that claim, and explanation tells how the evidence proves it. Students use CSI—Connect, Support, Infer—to select quotations that fit their reason and use signal markers to introduce the evidence. They then explain their proof through a definition, expert testimony, or story or anecdote.

BIG Goal: Students will match each reason with relevant evidence and an explanation to build a complete ECR.

TEKS Correlations

The Student Expectation column below is the exact wording of each TEKS breakout — quoted verbatim from the Texas Essential Knowledge and Skills, not paraphrased.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where It Is Taught and Practiced in This Module
3.11A(i)	Writing Process — Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Days 1-3: students plan a reason, evidence, and explanation that work together.
3.11C(i)	Revising	revise drafts to improve sentence structure	Day 4 and the additional writing opportunity: students revise an explanation so it clearly proves the reason.
3.12B(i)	Writing — Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students develop an ECR central idea with reasons, evidence, and explanation.
3.12B(ii)	Writing — Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 1-5: students use ECR parts, including thesis (central idea), reasons, evidence, explanation, and significance.
3.12B(iii)	Writing — Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Days 2-5: students choose signal markers and precise explanations that make text evidence meaningful.
3.2A	Social Studies — History	describe how individuals have contributed to the expansion of existing communities or to the creation of new communities	Interdisciplinary context: "Why We Need Laws" considers how laws help communities become safe and fair.
3.13A	Social Studies — Science, Technology, and Society	identify how individuals have contributed to the development of science and technology	Interdisciplinary context: "The Lunchroom Discoveries" considers Louis Pasteur's contribution to food safety.

Module 4 — 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 of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	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 orally with increasing specificity and detail during 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.	Days 1, 2, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, 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 2, 3, and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the additional writing opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

Module 4 — ELPS Linguistic Accommodations

Purpose: These accommodations maintain grade-level rigor while opening clear avenues to success for emergent bilingual students as they match reasons, evidence, and explanations.

Level	Language Objective
Pre-Production	Point to a reason, matching quotation, and explanation card using picture and color cues.
Beginning	Match a reason to evidence and say, "It matches because ____."
Intermediate	Use a signal marker and complete, "This shows ____ because ____."
High Intermediate	Explain orally how CSI helps select evidence that supports a reason.
Advanced	Write an independent reason, direct quotation, and explanation in a chosen explanation style.

Students at the Pre-Production and Beginning levels will rely on card sorting, visuals, gestures, and sentence frames; students at the Intermediate and higher levels will use the frames to explain their thinking in their own words.

Language Domains

This module builds all four language domains as students learn matching each reason with evidence and an explanation to complete the ECR. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	Students hear a reason read aloud, then name a piece of evidence and explain the link.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students match reasons with evidence and explanation in writing, moving from a spoken idea to a written response.

Module 4 — Learning Destination

Module Learning Objective

Students will match each reason in an Extended Constructed Response (ECR) with evidence that fits and an explanation that clearly shows how the evidence proves the reason.

I Will Statements

- I will choose evidence that connects to and supports my reason.
- I will use CSI to infer what my evidence proves.
- I will introduce a quotation with a signal marker.
- I will explain evidence with a clear "This..." sentence.
- I will use definition, expert testimony, or story or anecdote to explain my proof.

I Can Statements

- I can tell whether a quote matches my reason.
- I can use CSI to check my evidence.
- I can use a signal marker before a quote.
- I can explain how my quote proves my reason.

★ Daily Deck

Daily Deck - Module Slide 4: the I Will and I Can statements for this module, so students see the week's target before anything else.

Success Criteria

- My evidence connects to my reason.
- My evidence supports my thinking clearly.
- I can infer something important from my evidence.
- I introduce my quotation and explain how it proves my reason.

Evidence That Will Demonstrate Mastery

- A correct three-part CSI Match-Up Mission match from Day 2.
- A completed reason, evidence, and explanation from Day 3.
- A revised explanation from Day 4 and the Day 5 exit ticket.

Module 4 — Rigor and Misconceptions

Rigor Safeguard

You may reread a reason or quotation, provide the CSI questions, and let students use the anchor chart. You may provide a signal-marker or explanation frame. You may not tell a student which evidence card matches or supply the meaning that proves the reason. The student must select the evidence and explain the connection.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify a reason, quotation, signal marker, and explanation.	Supported on Day 1.	The student names each part.
Inferential	Use CSI to determine how a quotation connects to and supports a reason.	Guided on Days 1-2, independent by Day 3.	The student makes a correct three-part match.
Evaluative	Judge which explanation best proves a reason and revise a weak explanation.	Partner discussion on Days 4-5.	The student explains why one match or explanation is stronger.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Any quotation can support any reason from the same passage.	A teacher may accept a related but mismatched detail.	Ask CSI aloud: "Does it connect? Does it support? What can I infer?"
Evidence explains itself.	A teacher may stop after students locate a quotation.	Require a "This..." sentence that states how the quotation proves the reason.
Explanation means repeating the quotation.	A teacher may accept a restatement rather than thinking.	Ask students to add the meaning the reader can infer from the quotation.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
An interesting quote is always good evidence.	The student selects a quote about a different idea.	Put the reason beside the quote and ask whether both are about the same idea.
A signal marker is the explanation.	The student writes "The poet said" but does not explain.	Point to the anchor chart: signal marker introduces proof; explanation gives proof meaning.
Every explanation must begin exactly the same way.	The student sees "This" as a rule instead of a useful HABIT.	Practice several signal markers and explanation styles while preserving the evidence-to-reason connection.

Thinking Levels Charts

These charts support building rigor. Use them in every module to name the level of thinking a prompt and a student response require.

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Module 4 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"Before we begin, let's preview some words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions."

Tier 1 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
match	to put things together because they fit	My quote and reason ____.
prove	to show that something is true	Evidence can ____ my reason.
quote	exact words from a text	I can use a ____ from the poem.
voice	a sound someone makes when speaking	Loud ____ can show conflict.
loud	making a strong sound	The voices grew ____.
food	things people eat	Some people had too little ____.
sick	not feeling well or healthy	Germs can make people ____.
fair	treating people in an equal and right way	Laws can help people be ____.
safe	protected from danger or harm	Pasteurization helps keep people ____.
story	a telling of events	I can use a short ____ to explain.
reason	why something is true or happened	My ____ is about fairness.
explain	to tell what something means	I ____ how the quote proves my idea.

Tier 2 Vocabulary

Teacher Script

"These are academic thinking words that help us understand questions and explain answers."

Word	Student-Friendly Definition	Oral Rehearsal Frame
proof	information that shows an idea is true	My quote is ____.
explanation	words that tell how evidence proves an idea	My ____ begins with "This."
evidence	proof from the text that supports an idea	I choose ____ carefully.
reason	why something is true or happened	My ____ needs support.
explain	to tell the meaning of an idea	I can ____ what the quote means.
testimony	words that give support for an idea	An expert ____ can strengthen my explanation.
conflict	a problem or struggle	The poem's ____ involves arguments.
argument	a disagreement between people	The laws helped stop an ____.
anecdote	a short personal story	I can use an ____ to make a connection.
expectation	what people are supposed to do	Laws give people clear ____.
connect	to fit with or relate to	My evidence must ____ to my reason.
infer	to figure out something from clues	I can ____ what the quote proves.

Tier 3 Vocabulary

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	Say It This Way	Student-Friendly Definition
laws	lawz	rules made to keep people safe and treat people fairly
communities	kuh-MYOO-nuh-teez	groups of people who live or work in the same place
fairness	FAIR-ness	treating people equally and rightly
resources	ree-SOR-siz	useful supplies, such as food, that people need
pasteurized	PAS-chuh-rized	heated to kill harmful germs
germs	jermz	tiny living things that can make people sick
harmful	HARM-ful	able to cause hurt or danger
liquids	LIK-widz	substances that flow, such as milk or water
discovery	dih-SKUHV-uh-ree	something new that a person finds out
playwright	PLAY-right	a person who writes a drama
poet	POH-it	a person who writes a poem
community	kuh-MYOO-nuh-tee	a group of people living or working together

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

Module 4 — Background Knowledge and Teacher Context

This module uses two passages about how ideas and discoveries protect people. In the poem "Why We Need Laws," loud arguments, unfair sharing, and uncertainty show why a community needs laws. In the drama "The Lunchroom Discoveries," Louis Pasteur's discovery that heating liquids kills harmful germs shows why pasteurization protects people from illness.

More Background for the Teacher

Students need to understand that evidence is not decoration in an ECR. A reason makes a claim; evidence is the textual proof selected to support that claim; and explanation tells the reader what the proof means and how it proves the reason. CSI gives third graders a repeatable HABIT for making that choice: the quote must connect to the reason, support the thinking clearly, and allow the writer to infer an important meaning.

This module introduces three accessible explanation styles. Definition clarifies the meaning of the evidence. Expert testimony explains the broader importance or consequence of the evidence. Story or anecdote links the evidence to a familiar experience. These are deliberate choices, not fill-in-space sentences.

The ECR Habit

Before writing, students DOT unknown words, name the reason, use CSI to choose evidence, introduce the quotation with a signal marker, and explain what the evidence proves. In an ECR, the thesis (central idea) answers the prompt; reasons and evidence support it; explanation makes the evidence-to-reason connection visible; and significance states why the idea matters.

Module 4 — Materials, Preparation, and Timing

Materials to Gather

- Copies of "Why We Need Laws"
- Copies of "The Lunchroom Discoveries"
- Interactive notebooks
- Pencils
- Highlighters
- Chart paper and anchor chart paper
- Sticky notes
- Scissors and glue
- Three-way matching game cards
- A spinner labeled Reason, Evidence, Explain, and CSI Check
- A gameboard path and game pieces
- Pencil Guy game markers
- Teacher-created buckets, envelopes, or trays for sorting cards

Preparation Before Day 1

- Prepare chart paper for Reason + Evidence + Explanation = Strong Body Paragraph.
- Prepare the CSI for Evidence anchor chart and signal-marker charts.
- Copy and cut the reason, evidence, explanation, and theme cards; prepare a Practice Pocket envelope or scrap paper for each group.
- Create the gameboard path: Reason Road -> Evidence Lane -> Explanation Bridge -> Proof Palace.
- Set out a spinner, Pencil Guy markers, and sorting trays for each group.

Timing and Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	Courtroom hook, CSI, signal markers, and teacher modeling.
Day 2	15	A — Attempt	Play CSI Match-Up Mission with three-part matches.
Day 3	15	D — Discuss + U — Use	Discuss strong matches and independently build proof.
Day 4	15	A — Award + T — Target	Celebrate proof builders and target a next step.
Day 5	15	E — Educate and Explain to Others	Teach a partner how to build a reason-evidence-explanation match.

Tiny Times Transition

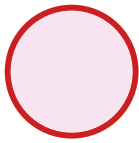
A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the evidence-and-explanation HABIT.

When to use a Tiny Time: whenever the class moves from one activity to the next, whenever energy dips, and right before students build an explanation.

How to run a Tiny Time, step by step:

- Signal the class and get all eyes on you.
- Teacher script: "Tiny Time! Point to your brain for reason. Point to the text for evidence. Point back to your brain for explanation."
- Students say: "Reason, evidence, explanation—prove it!"
- Repeat two or three times, then have students return quietly to their seats ready to work.

Module 4 — Anchor Charts and the DOT Reading Habit



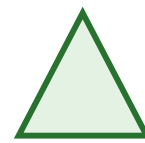
Red Circle

Noun (topic)



Yellow Box

Verb (action)



Green Triangle

Clue word (what/why/how)

Part	Job	Question to Ask
Reason	Makes a claim.	What am I trying to prove?
Evidence	Gives text proof.	Which quote fits my reason?
Explanation	Tells how the proof proves the reason.	What does this quote mean?

Letter	Check	Question
C	Connect	Does this quote connect to my reason?
S	Support	Does this quote support my thinking clearly?
I	Infer	What can I explain from this quote?

Before Evidence	Before Explanation
The poet said, "..."	This means...
The text stated, "..."	This shows...
The playwright said, "..."	This proves...
The drama stated, "..."	This demonstrates...

The DOT Reading Habit

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."

★ Daily Deck Slide

Dot = I'm not sure about this word yet.

Encouragement: "A dot is a notice, not a stop sign. Strong readers keep moving and return to grow their word knowledge."

Create the Anchor Chart

Teacher directions: Build an anchor chart from the information on this page.

Write on the board: Reason + Evidence + Explanation = Strong Body Paragraph

Write on the board: CSI for Evidence — C - Connect: Does this quote connect to my reason? S - Support: Does this quote support my thinking clearly? I - Infer: What can I explain from this quote?

Teacher directions: Add the evidence and explanation signal markers. Display it all week so students can use CSI before selecting every quotation.

Module 4 — Matching Reasons, Evidence, and Explanations: Modeled Annotation

Teacher Model with the Poem

★ Daily Deck Slide

One reason laws were needed was to stop arguments and prevent conflict from spreading.

🔊 Teacher Script

"Now I need evidence that matches that reason."

🔊 Teacher Script

"Let me check with CSI."

🔊 Teacher Script

"Does the quote connect to arguments and conflict?"

🔊 Teacher Script

"Does it support the reason?"

🔊 Teacher Script

"Can I infer something important from it?"

★ Daily Deck Slide

The poet said, "Voices grew loud like clashing, noisy rings."

🔊 Teacher Script

"Yes. This connects directly to conflict because loud voices suggest arguing and tension. It supports the idea that problems were growing."

🔊 Teacher Script

"Now I explain."

★ Daily Deck Slide

This means the disagreements were becoming intense and hard to control.

Teacher Model with the Drama**★ Daily Deck Slide**

One reason pasteurized milk is important is that it helps protect people from sickness.

★ Daily Deck Slide

The playwright said, “A long time ago, people got sick because germs in milk and food weren’t destroyed.”

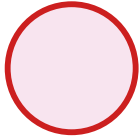
★ Daily Deck Slide

This means harmful germs in milk could cause illness when they were not removed.

Teacher reminder: A strong explanation does not repeat the quotation. It shows the reader how the quotation proves the reason. Invite students to use CSI before they write and to choose the explanation style that best makes their thinking clear.

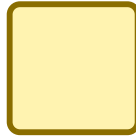
Module 4 — CSI and ECR (TREES)

Students use the CSI HABIT before choosing evidence for an Extended Constructed Response. The reason tells what the writer wants to prove; CSI helps the writer select proof that fits; and explanation tells how the proof proves the reason.



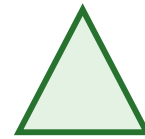
Red Circle

Noun (topic)



Yellow Box

Verb (action)



Green Triangle

Clue word (what/why/how)

CSI	Check	Writer's Question
C	Connect	Does this quote connect to my reason?
S	Support	Does this quote support my thinking clearly?
I	Infer	What can I explain from this quote?

ECR (TREES) Thinking Chart

Part	What the Writer Does	Question to Ask
Thesis (Central Idea)	Clearly answers the prompt.	What is my central idea?
Reason	Tells why the thesis (central idea) is true.	What am I proving in this paragraph?
Evidence	Gives text proof with a signal marker.	Which quote fits my reason?
Explanation	Connects the proof to the reason.	What does this quote show or prove?
Significance	States why the idea matters.	Why should the reader care?

How to Use CSI



Teacher Script

"Ask yourself: Does it connect? Does it support? What can I infer?"



Teacher Script

"You are not just matching by guesswork. You are using CSI."

Before Students Read

Preview the passages with students before reading. Students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt. (The color-coded copy and the Student Annotation Guide are added once the final passage copies are placed.)

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.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: 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. (Highlight color: 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 (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

PASSAGE 1 — Why We Need Laws (Stamina: Very High)

[1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
[6] Strong voices won while quiet ones stayed brittle.
[7] Disagreements spread like storms across the town,
[8] And fairness often seemed to tumble down.
[9] So people gathered, searching for a way,
[10] To write fair rules that everyone would obey.
[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.
[13] The rules helped neighbors settle what was fair,
[14] And gave each person rights that all could share.

Student Annotation Guide — Why We Need Laws

T — Time

Long ago

R — Reactions

Voices grew loud

A — Actions

Some took more food; people gathered

C — Character/Concept/Creature

Communities

K — Key Knowledge

laws to guide what people say and do; rights that all could share

S — Scenery/Setting

across the town

TRACKS EVIDENCE HIGHLIGHTING — Why We Need Laws

- [1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
[6] Strong voices won while quiet ones stayed brittle.
[7] Disagreements spread like storms across the town,
[8] And fairness often seemed to tumble down.
[9] So people gathered, searching for a way,
[10] To write fair rules that everyone would obey.
[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.
[13] The rules helped neighbors settle what was fair,
[14] And gave each person rights that all could share.

PASSAGE 2 — The Lunchroom Discoveries (Stamina: Very High)

[1] Characters: NARRATOR ALEX JORDAN

[2] Scene 1: Lunchroom

[3] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.

[4] *(Alex opens a milk carton and looks at the label.)*

[5] ALEX: Hey Jordan, did you know Louis Pasteur helped solve a huge problem with food and milk?

[6] JORDAN: Really? What kind of problem?

[7] ALEX: A long time ago, people got sick because germs in milk and food weren't destroyed.

[8] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[9] *(Jordan points to the milk carton on the table.)*

[10] JORDAN: Oh! That's why milk is pasteurized now, right?

[11] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[12] JORDAN: So the milk we're drinking is safer because of his discovery.

[13] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day. The Lunchroom Discoveries

🕒 Day 1 - Gather and Reveal (15 minutes)

G

R

TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B(ii) — compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
ELPS	1(E) — demonstrate listening comprehension; 3(E) — use pre-reading strategies

GATHER

Teacher Script

"Today, I want you to picture a courtroom."

Teacher Script

"On one side stands a writer with a strong reason."

Teacher Script

"On the other side stands a question: 'Can you prove it?'"

Teacher Script

"The writer cannot just point at the reason and hope everyone believes it."

Teacher Script

"The writer must bring in proof."

(Pause.)

Teacher Script

"And then, even after bringing proof, the writer must do something else."

 Teacher Script

"The writer must explain why that proof matters."

 Teacher Script

"Today, you are not just writers. You are reason-provers."

 Teacher Script

"You are going to learn how to hand-pick evidence, introduce it clearly, and explain it so well that no one has to guess what you mean."

 Teacher Script

"Say it with me Hey, hey, hey, evidence is on the way!"

 Teacher Script

"Again: Hey, hey, hey, evidence is on the way!"

 Teacher Script

"And when it is time to explain, we say: Wow, wow, wow, I'm explaining now!"

 Teacher Script

"By the end of today, you will be able to match a reason, a quote, and an explanation that all work together."

 Daily Deck Slide

Students DOT unknown words as they read.

REVEAL **Teacher Script**

"In our last module, we created reason sentences, also called topic sentences. Today, we are taking the next step."

 Teacher Script

"A reason sentence makes a claim. Evidence proves that claim. Explanation shows how the evidence proves it."

 Teacher Script

"Evidence should never be dropped into writing with no purpose. It must be chosen carefully."

 Teacher Script

"Our HABIT today is this: Choose evidence that fits the reason, and explain how it proves the reason."

 Daily Deck Slide

Reason + Evidence + Explanation = Strong Body Paragraph

 Teacher Script

"We are also going to use CSI to check our evidence."

 Daily Deck Slide

CSI for Evidence Write on the board: C – Connect: Does this quote connect to my reason? Write on the board: S – Support: Does this quote support my thinking clearly? Write on the board: I – Infer: What can I explain from this quote?

 Teacher Script

"When we bring in evidence, we will use signal markers."

 Daily Deck Slide

Signal Markers for Evidence Write on the board: The poet said, "...". Write on the board: The text stated, "...". Write on the board: The playwright said, "...". Write on the board: The drama stated, "...".

 Teacher Script

"These signal markers help the reader know that evidence is coming."

 Teacher Script

"When we say the evidence, we can chant: Hey, hey, hey, evidence"

 Teacher Script

"Then, after the evidence, we explain it."

 Teacher Script

"Many strong explanations begin with the word This because the explanation points back to the evidence."

 Daily Deck Slide

Signal Markers for Explanation Write on the board: This means... Write on the board: This shows... Write on the board: This proves... Write on the board: This demonstrates... Write on the board: This reminds me of... Write on the board: In my experience...

Teacher Modeling **Daily Deck Slide**

One reason laws were needed was to stop arguments and prevent conflict from spreading.

 Teacher Script

"Now I need evidence that matches that reason."

 Teacher Script

"Let me check with CSI."

 Teacher Script

"Does the quote connect to arguments and conflict?"

 Teacher Script

"Does it support the reason?"

 Teacher Script

"Can I infer something important from it?"

 Daily Deck Slide

The poet said, "Voices grew loud like clashing, noisy rings."

 Teacher Script

"Yes. This connects directly to conflict because loud voices suggest arguing and tension. It supports the idea that problems were growing."

 Teacher Script

"Now I explain."

 Daily Deck Slide

This means the disagreements were becoming intense and hard to control.

Embedded Check for Understanding

Ask students to point to the reason, the evidence, and the explanation in the model. Students give a thumbs-up only when the quotation connects to and supports the reason, then complete: "This shows ____ because ____."

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Focus
TEKS	3.11A(i) — plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
ELPS	1(C) — follow oral directions with accuracy; 2(E) — explain information orally

ATTEMPT

Students cut out the game cards in their Interactive Notebooks and use an envelope or scrap paper to make a Practice Pocket. Students play in pairs or small groups. Each group receives a spinner, gameboard, Pencil Guy markers, reason cards, evidence cards, explanation cards, and a theme card.

CSI Match-Up Mission — InterActivity

★ Daily Deck Slide

Reason Road -> Evidence Lane -> Explanation Bridge -> Proof Palace

🔊 Teacher Script

"Today you are going to play CSI Match-Up Mission."

🔊 Teacher Script

"You will be detectives of good writing."

🔊 Teacher Script

"You must match a reason card with the correct evidence card and the best explanation card."

🔊 Teacher Script

"You are not just matching by guesswork. You are using CSI."

 Teacher Script

"Ask yourself: Does it connect? Does it support? What can I infer?"

 Teacher Script

"If your match makes sense, move your Pencil Guy forward."

How to Play

1. All players place their Pencil Guy at Reason Road.
2. Each group draws a theme card. This will be what they build.
3. A player spins.
4. The player draws from the matching deck or completes the matching action.
5. The group works together to find matching cards.
6. Then the next group has a turn.
7. When a group has a three part match correct, they say "CSI Check!" They explain why the cards go together with their theme. If the group has the match correct, move forward 3 spaces.
8. If the group cannot explain why the cards go together or it does not go with their theme, stay in place and try to replace the cards on the next turn.
9. The first group to reach Proof Palace wins.

Three-Way Matching Cards

Theme	Reason	Evidence	Explanation
Poem — Conflict	One reason laws were needed was to stop arguments and prevent conflict from spreading.	The poet said, “Voices grew loud like clashing, noisy rings.”	This means the conflict was becoming loud, intense, and difficult to control.
Poem — Fairness	To begin, one reason laws were needed was to protect fairness for everyone.	The text stated, “Some took more food while others had too little.”	This shows that some people had more than enough while others did not have what they needed. This proves fairness had broken down.
Poem — Safety and Order	Another reason laws were needed was to create safety and order in the community.	The poet said, “With laws to guide what people say and do, / Communities could grow more safe and true.”	This means laws helped guide behavior and make the community safer.
Drama — Germs and Illness	One reason pasteurized milk is important is that it helps protect people from sickness.	The playwright said, “A long time ago, people got sick because germs in milk and food weren’t destroyed.”	This means harmful germs were causing illness.
Drama — Discovery as Solution	To begin, one reason Pasteur’s discovery was important is that it helped solve a serious problem.	The drama stated, “Pasteur figured out that heating liquids could kill harmful germs.”	This means Pasteur found a way to remove the harmful germs from liquids.
Drama — Ongoing Importance	Another reason pasteurized milk is important is that it still helps protect people every day.	The text stated, “The two students realize that a scientific breakthrough from long ago still helps protect people every day.”	This means Pasteur’s discovery continues to keep people safe in the present.

Answer Key

Correct three-part matches are conflict with loud voices, fairness with unequal food, safety and order with safe and true, sickness protection with people got sick, discovery as solution with heating liquids, and ongoing importance with still helps protect people every day.

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B(ii) — compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
ELPS	2(E) — explain information orally; 4(D) — write using grade-appropriate sentence lengths and types

DISCUSS

Teacher Script

"Now that you have matched reasons, evidence, and explanations, let's talk about what made a match strong."

Discussion questions:

- How do you know if evidence really matches a reason?
- Why is it important to quote the text directly?
- What job does the signal marker do?
- Why is explanation needed after evidence?
- How does the word This help start an explanation?
- Which type of explanation felt easiest for you: definition, expert testimony, or story?
- How did the problem or conflict in the text help you choose better evidence?

Possible student responses: "The evidence has to be about the same idea as the reason." "Quoting directly gives proof from the text." "The signal marker lets the reader know evidence is coming." "The explanation tells what the quote means."

Teacher Script

"Yes. Strong evidence is connected, not random."

Teacher Script

"Exactly. A quote is proof, but explanation turns proof into meaning."

 Teacher Script

"That is an important point. The signal marker is like opening the door for the evidence."

 Teacher Script

"Excellent. The explanation should do the heavy lifting of showing how the quote proves the reason."

USE (Independent Practice) **Teacher Script**

"Now you will do this work independently in your interactive notebook."

 Teacher Script

"You will take reason sentences, add evidence with signal markers, and then explain the evidence using one of the three explanation styles."

 Teacher Script

"You are building proof."

Students divide their page into three columns.

 Daily Deck Slide

Reason | Evidence | Explanation

Independent Practice 1 — Poem

Given reason: One reason laws were needed was to protect fairness for everyone.

Student directions:

- 1.** Find the quote in the poem.
- 2.** Write it with a signal marker.
- 3.** Write an explanation that begins with This.

Answer key: Evidence: The poet said, "Some took more food while others had too little."
Explanation: This shows that fairness had broken down because some people had more than they needed while others were left without enough.

Independent Practice 2 — Drama

Given reason: One reason pasteurized milk is important is that it helps protect people from sickness.

Answer key: Evidence: The playwright said, “A long time ago, people got sick because germs in milk and food weren’t destroyed.” Explanation: This proves milk could be dangerous when harmful germs were left in it.

Embedded Check for Understanding

Ask: "Can I use a quote that sounds interesting even if it does not match my reason?" Students explain that a quote must connect to the reason. Ask students to underline their signal marker, box their quotation, and star the words that explain how the quotation proves the reason.

🕒 Day 4 - Award and Target (15 minutes)

A

T

TEKS and ELPS for Today

Standard	Focus
TEKS	3.11C(i) — revise drafts to improve sentence structure
ELPS	2(F) — respond to information; 4(E) — write using conventions

AWARD



Teacher Script

"Today, you did more than find quotes."



Teacher Script

"You selected proof with purpose."



Teacher Script

"You connected reasons to evidence."



Teacher Script

"You used explanation to bring the evidence to life."



Teacher Script

"That is the work of a thoughtful writer."

Class chant: Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!

Students underline the explanation they are most proud of and circle the explanation type they used best: definition, expert testimony, or story. Give titles such as Evidence Finder, Quote Collector, CSI Checker, Explanation Expert, and Proof Builder.

TARGET **Teacher Script**

"Strong writers keep growing by noticing where they are strong and where they still want to improve."

 Teacher Script

"Think about today's work with reasons, evidence, and explanations."

Students respond:

- One thing I did well today was...
- My strongest explanation was...
- I know my evidence matched because...
- Next time I want to get better at...
- One HABIT I will keep using is...

Students revise this weak explanation.

 Daily Deck Slide

This is about fairness.

Possible revision: This shows that fairness had broken down because some people took more food than they needed while others were left without enough.

Reflection questions:

- Did my evidence match my reason?
- Did I use a signal marker correctly?
- Did I quote the text directly?
- Did my explanation begin clearly and point back to the evidence?
- Did my explanation really prove the reason?

Closing Encouragement



Teacher Script

"A writer who can explain a quote can make a reader see the thinking behind it. Keep choosing proof with care and giving it your own clear voice."

🕒 Day 5 - Educate and Explain to Others (15 minutes)

E

TEKS and ELPS for Today

Standard	Focus
TEKS	3.12B(iii) — compose informational texts, including brief compositions that convey information about a topic, using craft; 3.11C(i) — revise drafts to improve sentence structure
ELPS	2(E) — explain information orally; 4(D) — write using grade-appropriate sentence lengths and types

EXPLAIN

🔊 Teacher Script

"Now you are going to teach someone else how to build proof in a paragraph."

🔊 Teacher Script

"When you teach it, you remember it better."

Students turn to a partner and explain:

1. What a reason sentence is.
2. How to choose evidence with CSI.
3. How to use a signal marker.
4. How to explain the quote using one of the three explanation types.

EDUCATE

Sentence frames for students:

- "First, I choose evidence that matches because..."
- "I know this quote fits my reason because..."
- "I introduce the quote by saying..."
- "Then I explain it by starting with 'This...'"
- "My explanation proves the reason because..."

Teacher listen-fors:

- Student uses the words connect, support, infer.
- Student mentions the signal markers.
- Student explains the job of explanation.
- Student connects evidence back to reason.

Closing Encouragement

Teacher Script

"Today, you learned that a reason needs proof, and proof needs explanation."

Teacher Script

"You learned that evidence is not just something we add. It is something we choose carefully."

Teacher Script

"You learned that explanation is where your thinking shines."

Teacher Script

"Say it with me one last time: Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!"

Teacher Script

"And that is how writers prove their thinking."

Exit Ticket

★ Daily Deck Slide

One reason pasteurized milk is important is that it helps protect people from sickness.

Students write one signal marker, a matching quotation, and an explanation beginning with This.

Answer Key

The playwright said, "A long time ago, people got sick because germs in milk and food weren't destroyed." This proves milk could be dangerous when harmful germs were left in it. Accept accurate matching evidence and an explanation that makes the evidence-to-reason connection clear.

Module 4 — Low, Medium, and High Exemplars

These exemplars show three levels of an Extended Constructed Response to the same Module 4 prompt, so teachers can calibrate their expectations and show students what "getting stronger" looks like. Prompt: Explain WHY laws were needed in "Why We Need Laws."

Low Exemplar

- Student Response: "Laws were needed."
- What Is Working: The student names the topic.
- Teacher Notes: The response has no precise reason, evidence, or explanation.
- What Needs Improvement: State a reason, add a matching quotation, and explain what it proves.

Medium Exemplar

- Student Response: "Laws were needed because people were not fair. The poet said, 'Some took more food while others had too little.'"
- What Is Working: The reason and quotation match.
- Teacher Notes: The evidence is relevant, but the writer has not explained it.
- What Needs Improvement: Add a "This..." sentence that tells how unequal food proves fairness had broken down.

High Exemplar

- Student Response: "One reason laws were needed was to protect fairness for everyone. The poet said, 'Some took more food while others had too little.' This shows that fairness had broken down because some people had more than they needed while others were left without enough."
- What Is Working: The reason, evidence, and explanation all match and the explanation makes the connection visible.
- Teacher Notes: The writer selected proof with purpose and explained its meaning.
- What Needs Improvement: Ready to add another reason and a significance statement.

Exemplar Engagement Activity

Show all three responses without labels. Partners rank the responses and use CSI to explain which quotation and explanation match the reason. Then partners improve the Low response one layer at a time: reason, evidence, explanation, and significance.

Module 4 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can match a reason with relevant evidence and explain how the evidence proves the reason.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, CSI anchor chart, matching cards, highlighters, and both rendered passages.
Related TEKS Breakout	3.11A(i) planning; 3.12B(i) clear central idea; 3.12B(ii) genre characteristics; 3.11C(i) revising.
Task	Students independently write a reason, introduce a matching quotation with a signal marker, and explain it in a complete sentence.
Expected Response	The quotation connects to and supports the reason; the explanation states an inference that shows how the quotation proves the reason.

Informal Assessment

During Days 1-2, listen as students use CSI and explain why their three-part match belongs together during CSI Match-Up Mission.

Formative Assessment

The Day 3 independent practice is the formative check. Students write evidence with a signal marker and an explanation beginning with This for a given reason.

Reason	Expected Evidence	Expected Explanation
One reason laws were needed was to protect fairness for everyone.	The poet said, "Some took more food while others had too little."	This shows that fairness had broken down because some people had more than they needed while others were left without enough.
One reason pasteurized milk is important is that it helps protect people from sickness.	The playwright said, "A long time ago, people got sick because germs in milk and food weren't destroyed."	This proves milk could be dangerous when harmful germs were left in it.

Answer Key

Teacher note: Accept varied wording when the evidence accurately matches the reason and the explanation makes the evidence-to-reason connection clear.

Module 4 — Intervention: Prove It Step by Step

Field	Detail
Purpose	Support students who need extra practice matching reasons, evidence, and explanations.
Group Size	Small group (3-6 students)
Time Needed	10-12 minutes
Materials	One reason card, two or three evidence cards, explanation frames, dry erase boards, and both rendered passages
Relevant TEKS Breakout	3.11A(i) planning; 3.12B(ii) genre characteristics; 3.11C(i) revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1 - Choose the Proof (Scaffolded Thinking)

Teacher Script

"We are going to slow the process down and build the paragraph piece by piece."

Teacher Script

"You do not have to do everything at once. We will prove it step by step."

1. Give students one reason card.
2. Read two or three possible evidence cards aloud.
3. Students choose which quote best matches the reason.
4. Ask CSI questions: Does it connect? Does it support? What can we infer?
5. Students use a sentence frame to build the explanation.

Reason: One reason laws were needed was to protect fairness for everyone.

Evidence choices:

1. The poet said, "Voices grew loud like clashing, noisy rings."
2. The text stated, "Some took more food while others had too little."
3. The poet said, "Communities could grow more safe and true."

Correct answer: The text stated, "Some took more food while others had too little."

Step 2 - Build the Explanation

Use these support frames:

- The poet said, "..."
- The playwright said, "..."
- This means...
- This shows...
- This proves...

Guided explanation: This shows that some people had more than they needed while others did not have enough, which was unfair.

Step 3 - Say It (Verbal Practice for Confidence)

Have students repeat: "Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!"

Then complete:

- My reason is...
- My quote is...
- This shows...

Step 4 - Small Group Teacher Table

Ask: "Does it connect?" "Does it support?" "What can we infer?" Have students point to the reason, quotation, and explanation as they say each part. Reread the quotation, not the answer, when students need another entry point.

Module 4 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to identify the reason, evidence, and explanation in a model.	Students name the claim, text proof, and meaning.	Students call the quotation the explanation.	Point to the ECR chart and ask which part tells what the quote means.
Ask students to use CSI on a quotation.	Students explain whether it connects, supports, and helps them infer.	Students select a quotation because it sounds interesting.	Ask, "Is it about the same idea as the reason?"
Ask why a signal marker is needed.	Students explain that it tells the reader evidence is coming.	Students believe the marker itself proves the reason.	Have students add a quotation and then an explanation after the marker.
Ask what the explanation adds.	Students state how the quotation proves the reason.	Students repeat the quotation word for word.	Use the frame, "This shows ____ because ____."

Student Support Quick Reference

If a student...	Support to Provide
Cannot choose a quote	Read the reason and two quotation cards; ask the CSI questions one at a time.
Drops evidence without explanation	Prompt the student to finish, "This shows ____ because ____."
Repeats the quotation	Ask, "What does the reader learn from these words?"
Masters quickly	Route to One Reason, Many Ways to Explain enrichment.

Supporting Materials in This Book

The CSI anchor chart, signal-marker chart, three-way matching cards, explanation frames, and progress tracker support this module's checks.

Module 4 — Enrichment: One Reason, Many Ways to Explain

Field	Detail
Purpose	Challenge students who are ready for deeper thinking by exploring how one quote can be explained in different ways.
Group Size	Pairs or small groups
Materials	Reason cards, evidence cards, notebooks, and both rendered passages
Relevant TEKS Breakout	3.12B(ii) genre characteristics; 3.12B(iii) craft; 3.11C(i) revising
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1 - Three Explanations



Teacher Script

"Strong writers know that explanation is not one-size-fits-all."



Teacher Script

"Today you are going to take one reason and one quote and explain it in three different ways."

Students:

1. Choose one reason card.
2. Match it with one correct evidence card.
3. Write a definition explanation, an expert testimony explanation, and a story or anecdote explanation.
4. Decide which explanation is strongest and explain why.

Example reason: Another reason pasteurized milk is important is that it still helps protect people every day.

Example evidence: The text stated, "The two students realize that a scientific breakthrough from long ago still helps protect people every day."

Explanation Style	Model
Definition	This means Pasteur's discovery is still useful in the present.
Expert Testimony	This shows that the discovery solved a problem in the past and continues to keep people safe now. This proves its importance lasts over time.
Story / Anecdote	This reminds me of how some inventions or ideas continue helping people long after they were first created. In my experience, the best solutions are the ones that keep working year after year.

Part 2 - Advanced Extension

Students create one full paragraph part: reason sentence, signal marker, direct quotation, and explanation in a chosen style. Then they revise the explanation by switching to a different style and compare the effect.

Expert Reflection



Teacher Script

"Explanation is where a writer makes meaning, not where a writer fills space. Choose the words that make your proof clearest to a reader."

Module 4 — Additional Writing Opportunity: Build Proof

Writing Prompt

Explain WHY laws were needed in "Why We Need Laws."

Connection to This Module

This week you learned to match a reason, evidence, and explanation. Now you will use the same HABIT to plan and draft an Extended Constructed Response with a thesis (central idea), reasons, evidence, explanation, and significance.

Planning Support

1. Write a thesis (central idea) that answers the prompt.
2. Choose one reason that supports the thesis (central idea).
3. Use CSI to select a quotation that connects to and supports the reason.
4. Add a signal marker before the quotation.
5. Explain what the quotation means and how it proves the reason.
6. State why the idea matters.

Drafting Space

Write your Extended Constructed Response. Start with your thesis (central idea), then add a reason, evidence with a signal marker, an explanation, and significance.

Success Criteria

- My reason supports my thesis (central idea).
- My evidence connects to and supports my reason.
- I use a signal marker before my quotation.
- My explanation tells how the quotation proves my reason.
- I state why the idea matters.

Additional Writing Opportunity: Revise, Edit, and Share

Revise

Read your response aloud. Improve one explanation sentence so it clearly shows how the evidence proves the reason (TEKS 3.11C).

Edit

Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share

Read your response to a partner. Your partner names the thesis (central idea), reason, evidence, explanation, and significance.

Companion Resources

Additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and the Module 4 answer keys are available in the companion resources.

Auditory Engagement

Auditory Engagement Moments

Give every learner a chance to HEAR and SAY the thinking, not only read it. These moments are built around this module's work — matching each reason with evidence and an explanation to complete the ECR:

- Three-voice chain: one student reads the reason, one reads the evidence, one says the "This shows..." explanation.
- Read a piece of evidence aloud, then pause; the class supplies the explanation sentence out loud.
- Partners read each other's explanation aloud and echo it back to check the connection is clear.
- Read a full ECR aloud from thesis (central idea) to significance so students hear the whole ladder in one breath.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

Pause Point — Before Writing

Stop and think: What is the prompt really asking me to do? Say it in your own words before you write.

Pause Point — Midway

Stop and think: Does what I have written so far pair every reason with evidence, then add the sentence that explains the link? If not, fix it now, not later.

Pause Point — Before You Finish

Stop and think: Would a reader who never saw the prompt still understand my answer? Add the one sentence that makes it clear.

Module 4 — At-Home Connection

Purpose

These at-home tasks turn your child into a proof builder at home. They need little or no materials and each one ends in a short conversation, not a worksheet. When a child explains the learning to you, the learning gets stronger.

Feature	Detail
Time	A few minutes each
Materials	None needed

Teacher Information - Task Card 1

Teacher note: send this PINK card home first. It practices choosing proof that matches a real claim.



Task Card 1 - CSI Check

TEKS 3.12B(ii). Tell a family member one claim, such as "We need rules at home." Give one piece of proof. Together ask: Does it connect? Does it support? What can we infer? Explain how the proof fits the claim. Family signature: _____



Teacher Information - Task Card 2

Teacher note: this YELLOW card helps students explain proof in a complete sentence.



Task Card 2 - Explain the Proof

TEKS 3.12B(ii). A family member says, "Washing hands helps people stay healthy." Complete: "This shows _____ because _____." Read the explanation aloud and tell how it proves the claim. Family signature: _____



Teacher Information - Task Card 3

Teacher note: send this PINK card home. Card 3 is the same assignment with built-in language support. It is not a reduced standard.



Task Card 3 - Reason, Proof, Explain

TEKS 3.12B(ii). Choose one: "Rules help a family" or "A safety habit is important." Use the frames: "My reason is ____." "My proof is ____." "This shows ____." Share all three sentences with a family member. Family signature:



Module 4 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice matching reasons, evidence, and explanations, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not Yet	Getting It	I've Got It!
Identify a reason in an ECR.			
Find evidence that connects to my reason.			
Use CSI to check my evidence.			
Use a signal marker before a quotation.			
Explain what my evidence means.			
Explain how evidence proves my reason.			
Use definition, expert testimony, or story or anecdote.			
Revise an explanation to make it clear.			

One thing I am proud of:

One thing I want to get better at:

Module 4 — Teacher Closure and Reflection

Teacher Closure Script



Teacher Script

"You are not just finding quotations anymore—you are choosing proof with purpose."



Teacher Script

"CSI helps you make sure your evidence fits your reason."



Teacher Script

"And when you explain the proof, you let the reader see your thinking."



Module Essential Question - Answered

How can a writer match each reason with evidence and an explanation to build a complete ECR? A writer names a clear reason, uses CSI to choose evidence that connects to and supports that reason, introduces the quotation with a signal marker, and explains what the evidence means and how it proves the reason. These matched parts make an ECR complete, convincing, and clear.

Teacher Reflection - Module 4

Which students could choose a related quote but still could not explain how it proved the reason?

Which students need more support using CSI to distinguish connecting evidence from merely interesting details?

Did students use signal markers and explanations to make their evidence-to-reason connections visible?

Who needs Prove It Step by Step intervention, and who is ready for One Reason, Many Ways to Explain enrichment?

Teacher Notes

Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Correct three-part CSI Match-Up Mission cards
 - Day 3 independent reason-evidence-explanation responses
 - Revised explanation sentences from Day 4
 - The Module 4 My Progress Tracker
 - Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class
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Virtual Classroom Adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to computer or remote learners? Keep every activity — just adjust HOW students share and respond as they learn to match reasons with evidence and explanation:

- Collect the full ECR through a form, a shared doc, or a photo of student work.
- Put the scoring checklist (reason / evidence / explanation / significance) on screen as students draft.
- Have students record a short screencast reading their finished response aloud.
- Use breakout pairs to swap responses and check that every reason has evidence AND an explanation.
- Keep the Pause Points — a few seconds of quiet think-time works the same on camera.