

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 4

*Extended Constructed Response - Craft and
Elaboration*

TEACHER LESSON PLAN GUIDE

Grade 3 • Cluster 4

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Statement of Purpose

Cluster 4 deepens the informative ECR by teaching craft and elaboration - how to infer significance, set up a response, and connect evidence smoothly. Students use MICE to write significant inferencing sentences and GET SET to open a strong response.

Across four modules students build significant inferencing sentences with MICE for WHY and HOW prompts, get SET with a statement of purpose, and add the Yellow Sentence as an evidentiary transition. Stamina grows from Low to Very High.

Abstract

Module 1, Significant Inferencing Sentences Using MICE, teaches students to infer and state significance. Module 2, Significant Inferencing Sentences for HOW Prompts Using MICE, extends that skill to HOW prompts.

Module 3, Getting SET with the Statement of Purpose, opens a strong response, and Module 4, The Yellow Sentence - Evidentiary Transition, connects evidence smoothly into the response. 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 4. 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.

M O D U L E

1

**Significant Inferencing
Sentences Using MICE**

**Week 1 • Low Stamina • Building the significance sentence —
the fourth sentence of the**

Module 1: Significant Inferencing Sentences Using MICE

Week 1 - Low Stamina - Building the significance sentence — the fourth sentence of the body paragraph — with MICE.

Focus

Reading Focus: Solution, Reaction, and Resolution Writing Focus: Significant Inferencing Sentences Using MICE

This module follows the GRADUATE Infinity Lesson Cycle.

Teacher Inspiration

Teacher Script

“When students learn to go beyond the page and reflect on what the text teaches the world, their writing becomes more than correct. It becomes meaningful.”

Module Essential Question

How can a writer use MICE to build a significance sentence that goes beyond the text and connects the learning to others?

Module 1 — Family Communication

Quick Note Home

This week, your child is learning to write a significance sentence — the fourth sentence of a body paragraph, where writers share a bigger idea that goes beyond the text. Students use MICE (My Inference = Connections I have + Evidence I have found) to combine the evidence with their own thinking and reach a lesson others can learn. Our passages are "The Invention of Electricity" (Benjamin Franklin's lightning rod) and "The Founding Fathers."

Table: The Significance HABIT

At School	At Home
Students write a significance sentence with a signal phrase (Ultimately, / The big picture is,).	Ask, "What is the big takeaway?" after a story or news item.
Students go beyond the text to a lesson others can learn.	Talk about how one person's good idea can help many people.
Students use MICE to combine evidence with their own connection.	Notice together when something teaches a bigger lesson.

Conversation Starters

- What does MICE stand for?
- What is a bigger lesson we learned from something this week?
- How can a good idea help other people, not just one person?

Family Letter

Dear Family,

This week your child is learning to write a significance sentence — the sentence that goes beyond the text to share a bigger idea. The focus of this module is an acronym called MICE: My Inference = Connections I have + Evidence I have found. It helps students combine what a text shows with what they already know to reach a lesson others can learn.

We are reading two informational passages: "The Invention of Electricity," about Benjamin Franklin and how his lightning rod protected buildings from fires, and "The Founding Fathers," about how leaders responded to unfair rule by creating a fair government. Your child learns to give a reason, quote evidence from the text, explain it, and then write a significance sentence telling why it matters for others — for example, "Ultimately, communities benefit when people use curiosity and science to solve problems that protect others."

- Ask your child: "What is the bigger lesson we can learn from this?" - After reading or watching something together, practice a significance sentence starting with "Ultimately," or "The big picture is,". - Celebrate when your child connects an idea to how it helps other people.

Thank you for supporting your child's writing!

Choosing Joy, The Teach BIG Team

Module 1 — Family Conversation Starters

Use these at dinner, in the car, or before bed. They reinforce this module's focus — writing a significance sentence with MICE — without any worksheet.

- What does it mean to go "beyond the text" to a bigger idea?
- What does MICE stand for? (My Inference = Connections I have + Evidence I have found)
- What is one bigger lesson we can learn from a story or something that happened today?
- Benjamin Franklin invented the lightning rod to protect buildings. What is a bigger lesson about solving problems?
- The Founding Fathers created fair laws. Why does that still matter for people today?
- Can you say a "significance sentence" starting with "Ultimately," or "The big picture is,"?

Module 1 — Lesson Overview and Standards

Lesson Overview

In Module 1, students learn to write the fourth sentence of each body paragraph — the significance sentence — using MICE (My Inference = Connections I have + Evidence I have found). Reading two informational passages, "The Invention of Electricity" and "The Founding Fathers," students focus on solution, reaction, and resolution, then stretch their thinking beyond the text to a bigger idea: a lesson learned, moral, theme, takeaway, or how others can benefit. This is the sentence where students reflect at a deeper level and often earn higher scores.

BIG Goal: Students will write a significance sentence that uses a signal phrase, grows out of the reason and evidence, goes beyond the text, and connects the learning to others.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students connect the significance sentence back to the central idea.
12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-3: students build the reason-evidence-explanation-significance structure.
12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4: students refine significance sentences with signal phrases and deeper reflection.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-4: students develop the significance sentence from the evidence and their connections.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): "The Invention of Electricity" connects to Science (Benjamin Franklin, the lightning rod) and "The Founding Fathers" connects to Social Studies (government, rights, the Constitution).

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
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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 grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 1 — ELPS Accommodations by Proficiency

Every task in this module is open to English learners at all proficiency levels. Use these supports so students can build significance sentences with MICE.

Proficiency Level	Support
Beginning	Provide the MICE cheese slices pre-labeled (Evidence I Found, Connection I Have, My Inference); students place them in order and point before speaking.
Intermediate	Provide the signal-phrase list and a frame: "Ultimately, people benefit when ____."
High Intermediate	Students explain their significance sentence using the frame: "The evidence shows ____, and my connection is ____, so the bigger idea is ____."
Advanced / Advanced High	Students write a significance sentence independently and choose the strongest signal phrase, then justify the choice.

Built-In Sentence Frames

- "The evidence says ____ (Franklin / Founding Fathers)."
- "My connection is ____."
- "Ultimately, ____." / "From this we can learn that ____."

Language Domains

This module builds all four language domains as students learn to write significance sentences using MICE. 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 significance sentences and MICE think-alouds modeled aloud and restate the bigger idea before writing.
Speaking	Students say their connection and inference aloud to a partner, using the signal-phrases frames, before they write.
Reading	Students read both passages closely, marking solution, reaction, and resolution as evidence for their thinking.
Writing	Students write the fourth sentence of a body paragraph — a significance sentence with a signal phrase that goes beyond the text.

Module 1 — Learning Destination

Where We Are Headed

By the end of this module, students can write the fourth sentence of a body paragraph — the significance sentence — using MICE, so their writing goes beyond the text to a bigger idea that helps others.

I Can Statements

- I can say what MICE stands for: My Inference = Connections I have + Evidence I have found.
- I can tell the difference between an explanation and a significance sentence.
- I can use a signal phrase to start my significance sentence.
- I can combine evidence with my own connection to make a bigger idea.
- I can connect the learning to others, not just myself.

Why It Matters

The significance sentence is where writers reflect at a deeper level and often earn higher scores. It turns a correct paragraph into a meaningful one — the kind of writing that shares a lesson, a takeaway, or a big picture others can carry with them.

Module 1 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart and signal-phrase list. You may provide a sentence frame. You may not tell a student the bigger idea or write the significance sentence for them. The student must still combine the evidence with their own connection (MICE) to form an inference that goes beyond the text.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the reason, evidence, and explanation in a body paragraph.	Supported. The teacher may read the passages aloud twice.	The student correctly labels the first three sentences of the paragraph.
Inferential	Combine evidence with a connection to form a bigger idea (MICE).	Guided on Days 1 and 2, independent by Day 5.	The student writes a significance sentence that grows out of the evidence and goes beyond it.
Evaluative	Judge whether a significance sentence connects to others and reflects a lesson.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sentence is significance (a takeaway for others) rather than just explanation.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Significance is just a restated explanation.	A teacher may accept a repeat of the quote as the fourth sentence.	Ask, "Does this sentence go beyond the text to a bigger idea, or does it just repeat the evidence?"
Any big statement counts as significance.	A teacher may accept an idea that is not tied to the evidence.	Remind: significance must grow out of the reason and evidence, not float free of them.
The Cheese/MICE game is the learning target.	A teacher may treat the game as the goal instead of the significance sentence.	Protect the depth: the game is practice for writing the fourth sentence well.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Significance means just saying the topic was "good."	The student writes a vague opinion.	Use MICE: "What connection plus the evidence gives you a bigger lesson others can learn?"
Significance can ignore the evidence.	The student writes an idea unrelated to the quote.	Ask, "Does your bigger idea grow out of this evidence, or did it wander too far?"
A significance sentence is only about the writer.	The student writes "I learned..." and stops.	Push outward: "How can OTHER people benefit from this idea?"

Module 1 — Thinking Levels (Depth of Knowledge)

This module moves students from recalling the parts of a paragraph to creating an original significance sentence with MICE. Plan questions and tasks across all four levels.

DOK Level	What Students Do	Example Task or Question
DOK 1 — Recall	Recall what MICE stands for and name the four parts of a body paragraph.	"What does MICE stand for? Which sentence is the significance sentence?"
DOK 2 — Skill/Concept	Tell the difference between explanation and significance; identify a signal phrase.	"Is this sentence explanation or significance? How do you know?"
DOK 3 — Strategic Thinking	Combine evidence with a connection to build a significance sentence that goes beyond the text.	"Use MICE to write a significance sentence for this reason and evidence."
DOK 4 — Extended Thinking	Write multiple significance sentences (life lesson, leadership, theme) and justify which is strongest.	"Write three significance sentences from the same paragraph and explain which one connects best to others."



Teacher Script

"The significance sentence lives at DOK 3 and 4 — it is where you stop recalling and start creating a bigger idea. That is why it earns higher scores."

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 or fixed.	"Franklin saw a ____ he wanted to solve."
solve	To find an answer to a problem.	"A good idea can ____ a real problem."
safe	Free from harm or danger.	"The lightning rod kept buildings ____."
help	To make something easier for someone.	"A strong solution can ____ many people."
leader	A person who guides others.	"The Founding Fathers were ____ who acted."
idea	A thought or plan in your mind.	"One ____ can improve life for others."
protect	To keep safe from harm.	"Fair laws ____ people's freedoms."
fair	Treating everyone the same way.	"The Founding Fathers wanted ____ laws."
rights	Things people are free to do or have.	"Laws can protect people's ____."
people	Human beings; a group of persons.	"Good solutions help many ____."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	The main answer to the prompt.	"My ____ answers the prompt."
reason	One idea that supports the thesis (central idea).	"Each body paragraph starts with a ____."
evidence	Proof quoted from the text.	"My ____ comes from the passage."
explanation	Words that tell how the evidence proves the reason.	"My ____ begins with 'This.'"
significance	The bigger idea beyond the text.	"The ____ sentence tells why it matters."
inference	A conclusion drawn from clues, not stated directly.	"I make an ____ by combining clues."
resolution	How a problem is finally worked out.	"The ____ shows how things ended."
reaction	How someone responds to a problem.	"Their ____ was to build something better."
solution	A way a problem is fixed.	"The lightning rod was a ____."
moral	The lesson a story or event teaches.	"The ____ can guide how we act."
theme	The big idea or message.	"Significance can sound like a ____."
takeaway	The lasting idea you carry away.	"One ____ is that ideas help others."
reflect	To think deeply about meaning.	"I ____ on what the text teaches."
signal phrase	Words that introduce a quote or idea.	"A ____ like 'Ultimately,' starts significance."
subordinating conjunction	A word like because or since that joins ideas.	"A WHY thesis (central idea) uses a ____."

Tier 3 Vocabulary

Teacher Script

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

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
electricity	ih-lek-TRIS-ih-tee	A form of energy that can power things or appear as lightning.	"Franklin studied ____."
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.	"The ____ kept buildings safe."
conduct	kun-DUKT	To carry or let something (like electricity) pass through.	"Metal can ____ electricity." ____
experiments	ik-SPER-uh-ments	Tests done to learn something new.	"Franklin did ____ with electricity."
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.	"The ____ were under British rule."
British rule	BRIT-ish rool	Control of the colonies by Britain.	"People felt ____ was unfair."
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.	"They signed the ____."
Constitution	kon-stih-TOO-shun	The plan for how the government works.	"The ____ explained the new government."
liberty	LIB-er-tee	Freedom.	"They fought for ____."
pursuit of happiness	per-SOOT uv HAP-ee-ness	The freedom to seek a good life.	"Rights include the ____."
government	GUV-ern-munt	The group that makes and runs the laws.	"They built a fair ____."
invention	in-VEN-shun	A new thing someone makes for the first time.	"The lightning rod was an ____."

Module 1 — Background Knowledge and Teacher Context

In Module 1, students learn to write the fourth sentence of each body paragraph: the significance sentence. Using two informational passages — "The Invention of Electricity" (Benjamin Franklin and the lightning rod) and "The Founding Fathers" — students focus on solution, reaction, and resolution, then reflect on what those solutions meant for others. The tool for this is the acronym MICE: My Inference = Connections I have + Evidence I have found.

Significant inferencing means students take what they know, what they have experienced, and what the text shows, and combine those to form a larger idea that is not directly stated. The significance sentence goes beyond the text to show the big picture, lesson learned, moral, theme, takeaway, or how others can benefit — and it is where students often earn high scores because they are reflecting at a deeper level.

Quick Teacher Reference for the Whole Cluster: ECR Parts

Thesis (Central Idea)

The thesis (central idea) is the main answer to the prompt. For WHY prompts, the thesis (central idea) should be a complex sentence and include a subordinating conjunction such as because or since.

Reason or Way

The reason or way sentence begins the body paragraph. It gives one clear reason that supports the thesis (central idea).

Evidence

Evidence is the proof from the text. It should be directly quoted and introduced with a signal phrase such as: The text stated, / The passage explained, / The author said,

Explanation

Explanation tells how the evidence proves the reason. It often begins with This and helps the reader understand the quote.

Significance

The significance sentence is the final sentence of the paragraph. It goes beyond the text and shows the big picture, lesson learned, takeaway, theme, or how others can benefit. This lesson focuses on building this last sentence powerfully through significant inferencing.

Lesson Focus

Reading Focus

Students will focus on solution, reaction, and resolution in both passages:

- how Benjamin Franklin solved the problem of lightning damage,
- how the Founding Fathers responded to unfair rule and created a new government,

- and what those solutions meant for others.

Writing Focus

Students will learn to write the fourth sentence of each body paragraph: the significant inferencing sentence. Significant inferencing means students take what they know, what they have experienced, and what the text shows, and combine those to form a larger idea that is not directly stated. This lesson uses the acronym MICE — My Inference = Connections I have + Evidence I have found. Students will use MICE to create significance sentences that move beyond the text and connect to others.

Module 1 — Materials and Module at a Glance

Materials Needed

This module is a hands-on significance-building game, so gather the pieces first. Each student needs an interactive notebook and a pencil, plus highlighters for marking the passages. For the MICE and Cheese Significance Stack game, prepare a gameboard, a spinner, game pieces (students choose their own "Pencil Guy" marker), and the card sets — prompt cards, reason cards, evidence cards, explanation cards, and MICE cards — along with cheese slice cutouts (or yellow paper squares shaped like cheese slices) for stacking the layers of thinking. Have chart paper, anchor chart paper, and a whiteboard with markers for modeling, sentence strips, sticky notes, glue, and scissors, plus copies of both passages. A quick reference list follows.

Materials List

- copies of The Invention of Electricity
- copies of The Founding Fathers
- interactive notebooks
- pencils
- highlighters
- chart paper
- whiteboard and markers
- sentence strips
- prompt cards
- reason cards
- evidence cards
- explanation cards
- MICE cards
- cheese slice cutouts or yellow paper squares shaped like cheese slices
- spinner
- gameboard
- game pieces
- students should choose their "Pencil Guy" of choice as their game marker
- glue
- scissors
- sticky notes
- anchor chart paper

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	"Cheese slices" hook; review the ECR parts, then teach significant inferencing and MICE with two modeling passages.
Day 2	15	A — Attempt	MICE and Cheese Significance Stack: build a paragraph layer by layer and stack a significance sentence with MICE.
Day 3	15	D — Discuss + U — Use	Discuss what makes significance strong, then write the fourth sentence independently for three practice sets.
Day 4	15	A — Award + T — Target	Celebrate going beyond the quote and set a next-step goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner what significant inferencing and MICE mean.

Module 1 — Tiny Times

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus: building a significance sentence with MICE. Use one whenever the class changes activities, when energy dips, or right before a new task.

The Cheese Stack

Teacher Script

"Tiny Time! Stack your hands like cheese slices — bottom hand is Evidence I Found, middle hand is Connection I Have, top hand is My Inference. Push your top hand up high and whisper one bigger idea that helps others."

Signal-Phrase Freeze

- Call a signal phrase — "Ultimately!" or "The big picture is!" — and students freeze, then whisper a bigger idea to a neighbor.
- Call "MICE!" and students say the whole chant: "My Inference = Connections I have + Evidence I have found."

Module 1 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 1 — Mentor Model

Teacher Script

"Watch how I build the fourth sentence — the significance sentence. I already have my reason, evidence, and explanation. Now I use MICE to reach a bigger idea that goes beyond the text."

Part	Model	What It Does
Reason	One reason Benjamin Franklin's invention was important was that it protected buildings from dangerous fires.	Begins the body paragraph with one clear reason.
Evidence	The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning."	Quoted proof, introduced with a signal phrase.
Explanation	This shows that the lightning rod solved a serious problem by keeping many kinds of buildings safer.	Tells how the evidence proves the reason.
Significance (MICE)	Ultimately, communities benefit when people use curiosity and science to solve problems that protect others.	Goes beyond the text to a bigger idea that helps others.

Teacher think-aloud: "My evidence shows the lightning rod protected buildings. My connection is that inventions can help many people. So my inference becomes a lesson others can learn — that is significance."

When you write your extended constructed response (ECR) for Module 1, remember: the significance sentence goes beyond the text. Use MICE to combine the evidence with your own connection.

Module 1 — TRACKS: Reading the Passages for Evidence

Before students write a significance sentence, they read each passage and TAP the TRACKS to find the six kinds of measurable evidence. The evidence students highlight becomes the proof that grounds their reason, explanation, and significance.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read each passage, we hunt for all six kinds of evidence and highlight each one in its TRACKS color across the whole passage. Once we have marked the TRACKS — especially the solution, reaction, and resolution — we have the evidence we need to build a strong significance sentence with MICE."

TRACKS in "The Invention of Electricity"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	during a thunderstorm; long ago
R	Reactions	This invention helped protect homes, barns, and churches
A	Actions	Benjamin Franklin studied electricity; he invented the lightning rod
C	Character, Concept, Creature	Benjamin Franklin; the lightning rod; electricity
K	Key Knowledge	lightning could cause dangerous fires
S	Scenery / Setting	homes, barns, and churches

TRACKS in "The Founding Fathers"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	long ago; in the early days of the country
R	Reactions	They wanted to create laws that were fair
A	Actions	met together to write the Constitution; responded to unfair rule
C	Character, Concept, Creature	the Founding Fathers; the Constitution; the government
K	Key Knowledge	protect the freedoms of the people
S	Scenery / Setting	the colonies; the new nation

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, 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 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 — The Invention of Electricity

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes.

[3] Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he discovered that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.

[4] This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops.

[5] Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.

Student Annotation Guide — The Invention of Electricity

T — Time

born in 1706; During Franklin's time; When lightning strikes the rod; Many buildings began adding lightning rods to their rooftops

R — Reactions

Franklin believed that learning and experimenting could help improve people's lives; People did not fully understand why lightning struck; wondered if there was a way to guide lightning safely into the ground; helped make communities safer

A — Actions

liked to solve problems in new ways; created many inventions and ideas; start fires that destroyed entire buildings; how to protect their homes; Franklin studied electricity; Through experiments, he discovered that metal could conduct electricity; He invented the lightning rod; the electricity travels safely through the wire; helped protect homes, barns, and churches; science and creativity could be used to solve real problems

C — Character/Concept/Creature

Benjamin Franklin; an inventor, writer, and leader; grew up curious about how things worked; the lightning rod; Benjamin Franklin's curiosity and problem-solving ideas

K — Key Knowledge

helped communities; lightning strikes often caused serious damage to buildings; a metal rod placed on top of a building; connects to a wire running into the ground; instead of damaging the building; from fires caused by lightning; His inventions and discoveries showed; improve everyday life

S — Scenery/Setting

in Boston; houses or churches

TRACKS EVIDENCE HIGHLIGHTING — The Invention of Electricity

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes.

[3] Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he discovered that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.

[4] This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops.

[5] Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.

PASSAGE 2 — The Founding Fathers

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.

[3] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It also said that all people have certain rights, such as life, liberty, and the pursuit of happiness.

[4] After the colonies won the American Revolution, the new country needed a strong government. The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work. They wanted to create laws that were fair and protect the freedoms of the people.

[5] The Founding Fathers showed leadership, courage, and determination as they helped form a new nation. Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.

Student Annotation Guide — The Founding Fathers

T — Time

During the late 1700s; In 1776; After the colonies won the American Revolution; still important in American government today

R — Reactions

They believed the American colonies should be free from British rule; wanted people to have a government that protected their rights; Many colonists felt the British government was unfair; needed a strong government; They wanted to create laws that were fair; showed leadership, courage, and determination

A — Actions

helped create the United States of America; it made laws and taxes without asking the colonists for their opinions; worked together to help solve this problem; some of these leaders helped write an important document; The Founding Fathers met together to write the Constitution; protect the freedoms of the people; helped form a new nation

C — Character/Concept/Creature

The Founding Fathers; a group of leaders; controlled by Great Britain; George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison; the Declaration of Independence; the Constitution; The Founding Fathers

K — Key Knowledge

This document explained why the colonies wanted to become a free nation; all people have certain rights; life, liberty, and the pursuit of happiness; explained how the government of the United States would work; Their ideas and hard work helped build the foundation of the United States

S — Scenery/Setting

the American colonies; the new country

TRACKS EVIDENCE HIGHLIGHTING — The Founding Fathers

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.

[3] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It also said that all people have certain rights, such as life, liberty, and the pursuit of happiness.

[4] After the colonies won the American Revolution, the new country needed a strong government. The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work. They wanted to create laws that were fair and protect the freedoms of the people.

[5] The Founding Fathers showed leadership, courage, and determination as they helped form a new nation. Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.

🕒 Day 1 - Gather and Reveal (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

“Today, I want you to imagine you are standing in a giant kitchen.
 On the counter are slices of cheese.
 (Pause.)
 Yes, cheese.
 Now stay with me.
 Each slice of cheese stands for one layer of thinking.
 The first slice is what the text says.
 The second slice is what you know.
 The third slice is what you realize when those ideas come together.
 And when you stack the slices just right, you do not just have a detail from the text.
 You have a bigger idea.
 You have significance.
 You have a lesson learned.
 You have a takeaway.
 You have something that can help other people.
 Today, we are going to build those layers with MICE.”

★ Daily Deck Slide

MICE = My Inference = Connections I have + Evidence I have found

 Teacher Script

"When we use MICE, we do not stop at the quote.

We think bigger.

We ask: What does this teach? Why does this matter? How can others benefit from this idea?

Today, your writing is going to go past the page.

It is going to shine."

REVEAL **Teacher Script**

"Before we build sentence number four in the body paragraph, let's quickly review what we already know."

Review: Prompt Shaping **Teacher Script**

"When we shape a prompt, we notice the important nouns, the important verb, and the clue words that help us understand what the prompt is asking."

 Daily Deck Slide

Shape the prompt — circle important nouns, box the important verb, notice clue words.

Review: Thesis (Central Idea) Writing **Teacher Script**

"For WHY prompts, our thesis (central idea) must answer the question with a complex sentence."

 Daily Deck Slide

A WHY thesis (central idea) uses a subordinating conjunction — because, since.

- Example Prompt: Explain why Benjamin Franklin's invention was important.
- Example Thesis (Central Idea): Benjamin Franklin's invention was important because it protected buildings and made communities safer.

Review: Reasons **Teacher Script**

"After the thesis (central idea), we write reasons. Each body paragraph starts with one reason sentence."

Example Reason Sentence: One reason Benjamin Franklin's invention was important was that it helped protect buildings from dangerous fires.

Review: Evidence **Teacher Script**

"Then we find evidence that proves the reason."

Example Evidence: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning."

Review: Explanation **Teacher Script**

"Then we explain the evidence."

Example Explanation: This shows that the lightning rod solved a serious problem by keeping many kinds of buildings safer.

Reveal the New Learning **Teacher Script**

*"Now we are ready for the last sentence in the paragraph.
This is the significance sentence.
This is where writers really shine.
This is the sentence that tells the big picture.
This is where students often earn high scores because they are reflecting at a deeper level."*

 Anchor Chart: Significant Inferencing

Write on anchor chart — Significant Inferencing:

- combine what the text shows
- combine what you know or have experienced
- create a bigger idea not directly stated
- connect the learning to others
- reflect on the moral, lesson learned, theme, or takeaway

Write under it: MICE = My Inference = Connections I have + Evidence I have found

Signal Phrases for Significance

★ Daily Deck Slide

- As you can see,
- Ultimately,
- The big picture is,
- As everyone can benefit,
- This reminds us that,
- From this we can learn that,
- Because of this,
- This teaches us that,
- In the end,
- One takeaway is that,

🔊 Teacher Script

"A strong significance sentence does not just repeat the evidence. It stretches the thinking. It says what people can learn from the event, invention, or action. It tells why this matters beyond the paragraph."

Teacher Modeling: Passage 1

Prompt: Explain why Benjamin Franklin's invention was important.

Thesis (Central Idea): Benjamin Franklin's invention was important because it protected buildings and made communities safer.

Reason Sentence: One reason Benjamin Franklin's invention was important was that it protected buildings from dangerous fires.

Evidence: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning."

Explanation: This shows that Franklin's lightning rod solved a problem that could damage many important buildings.

Significant Inference with MICE: Ultimately, communities benefit when people use curiosity and science to solve problems that protect others.

 Teacher Script

*"My evidence shows that the lightning rod protected buildings.
My connection is that inventions can help many people, not just one person.
So my inference is bigger than the text detail.
It becomes a lesson others can learn: good thinking and problem-solving can improve life for everyone."*

Teacher Modeling: Passage 2

Prompt: Explain the importance of the Founding Fathers' work.

Thesis (Central Idea): The Founding Fathers' work was important because they helped create a fair government that protected people's rights.

Reason Sentence: To begin, one reason the Founding Fathers' work was important was that they responded to unfair rule by creating a new government.

Evidence: The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people."

Explanation: This shows that their solution was not just to complain about unfairness but to build something better.

Significant Inference with MICE: As everyone can benefit, strong leaders do more than notice problems; they work to create fair solutions that help others live with freedom and protection.

 Teacher Script

*"The evidence tells what they wanted to create.
My connection is that good leaders solve problems instead of ignoring them.
So my significance sentence becomes a bigger life lesson that applies to many people."*

 Daily Deck Slide

MICE = My Inference = Connections I have + Evidence I have found. Stack the layers to write the significance sentence.

Essential Question

How can a writer use MICE to build a significance sentence that goes beyond the text and connects the learning to others?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Game Title: MICE and Cheese Significance Stack

Purpose

Students will practice building significant inferencing sentences by stacking layers of thinking:

- reason
- evidence
- explanation
- significance

The game uses cheese slices as a prop because students are "stacking the layers" of thought.

Game Setup

Students work in pairs or groups of 3. Each group receives:

- a gameboard
- a spinner
- Pencil Guy markers
- cheese slice cutouts
- reason cards
- evidence cards

- explanation cards
- MICE significance cards

Gameboard Design

The path should move through these spaces: Prompt Plaza -> Reason Road -> Evidence Alley -> Explanation Corner -> Cheese Stack Station -> Significance Summit

Students place their Pencil Guy at Prompt Plaza.

Spinner Labels

- Pick a Reason
- Match the Evidence
- Explain It
- Stack the Cheese
- MICE Check
- Signal Phrase Boost

Teacher Script for Directions

Teacher Script

"Today you are going to play MICE and Cheese Significance Stack.

You will build a paragraph layer by layer.

But here is the special part.

When you get to Cheese Stack Station, you will use your slices of cheese to build a significance sentence.

Each cheese slice stands for a part of MICE."

Hold up slices:

- one slice says: Connection I Have
- one slice says: Evidence I Found
- one slice says: My Inference

Teacher Script

"You may not move forward unless your significance sentence goes beyond yourself and helps explain how others can benefit.

That is the highest level of inferencing."

How to Play

1. Students place their Pencil Guy at Prompt Plaza.
2. One player spins.
3. The group completes the action on the spinner.

4. When they match a correct reason, evidence, and explanation set, they move forward 2 spaces.
5. When they reach Cheese Stack Station, they must build a significance sentence using MICE.
6. If the significance sentence is strong and connects to others, they move forward 3 spaces.
7. First group to reach Significance Summit wins.

Card Set 1: Franklin

- WHY Prompt Card: Explain why Benjamin Franklin's invention was important.
- Reason Card: One reason Benjamin Franklin's invention was important was that it protected buildings from dangerous fires.
- Evidence Card: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning."
- Explanation Card: This shows that the lightning rod solved a serious problem by helping many buildings stay safe.
- MICE Cheese Stack Cards: Connection I Have: good inventions often solve real problems / Evidence I Found: the lightning rod protected homes, barns, and churches / My Inference: people can improve life for others when they use science and creativity
- Significance Sentence Answer: The big picture is that creative problem-solving can protect communities and improve everyday life for many people.

Card Set 2: Franklin

- Prompt Card: Explain the importance of Benjamin Franklin's curiosity and problem-solving ideas.
- Reason Card: To begin, one reason Benjamin Franklin's curiosity and problem-solving ideas were important was that they led to a useful solution.
- Evidence Card: The author said, "Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer."
- Explanation Card: This means Franklin's way of thinking helped create a solution that benefited many people.
- MICE Answer: As you can see, curious thinkers can discover answers that solve problems and help others in lasting ways.

Card Set 3: Founding Fathers

- WHY Prompt Card: Explain why the Founding Fathers' work was important.
- Reason Card: One reason the Founding Fathers' work was important was that they created fair laws to protect people's freedoms.
- Evidence Card: The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people."
- Explanation Card: This shows that the Founding Fathers wanted their solution to help people live with greater fairness and rights.

- MICE Answer: Ultimately, people benefit when leaders respond to unfairness by creating systems that protect freedom and justice.

Card Set 4: Founding Fathers

- Prompt Card Without the Word Why: Explain the significance of the Declaration of Independence and Constitution.
- Reason Card: Another reason these documents were important was that they helped guide the new nation.
- Evidence Card: The text stated, "The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work."
- Explanation Card: This shows that the Constitution gave the country a plan for how to function fairly and clearly.
- MICE Answer: From this we can learn that clear plans and fair rules can help groups solve problems and build something stronger together.

Card Set 5: Paired Passage

- WHY Prompt Card: Explain why the solutions in The Invention of Electricity and The Founding Fathers were important.
- Reason Card: One reason the solutions in both passages were important was that they protected people from harm.
- Evidence Card: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning." The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people."
- Explanation Card: This shows that both Franklin and the Founding Fathers created solutions that improved safety and protection for others.
- MICE Answer: As everyone can benefit, strong solutions often come from people who respond to problems by protecting others and improving community life.

Answer Key for Game

Students should match:

- reason to evidence
- evidence to explanation
- explanation to a broad significance sentence

The significance sentence must:

- include a signal phrase
- go beyond the text
- connect to others, not just the writer
- reflect a lesson learned, moral, big picture, or takeaway

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS

🔊 Teacher Script

"Now that you have stacked your paragraph thinking, let's talk about what makes a significance sentence strong."

Discussion Questions

- What makes significance different from explanation?
- How does MICE help you build a bigger idea?
- Why should a significance sentence go beyond the writer?
- How do solution, reaction, and resolution help you think about the big picture?
- Why do significance sentences often help students score higher?

Possible Student Responses

- "Explanation tells what the quote means, but significance tells why it matters more."
- "MICE helps me use my own thinking with the text."
- "It should go beyond me so it can apply to other people too."
- "The solution helps us think about what people can learn."
- "It sounds deeper and more thoughtful."

Possible Teacher Responses

- "Yes. Explanation stays close to the quote. Significance stretches outward."
- "Exactly. MICE is what helps you move from detail to life lesson."
- "That is strong thinking. Significance helps writing feel important and complete."

Possible Student Questions

- "Can a significance sentence sound like a theme?"
- "Can I use my own ideas if the text does not say them exactly?"
- "How do I know if I went too far away from the text?"

Possible Teacher Responses

- "Yes. Sometimes significance does sound like a theme, a moral, or a takeaway."
- "Yes, but your ideas must still grow out of the evidence."
- "If your sentence does not connect back to the reason and evidence, then it may have gone too far."

USE (Independent Practice) — Interactive Notebook Activity: Build the Fourth Sentence

Teacher Script

"Now you will write the fourth sentence in a body paragraph on your own. You already have the first three parts: reason, evidence, explanation. Now you will add significance."

Notebook Setup

Students divide their page into four boxes: Reason, Evidence, Explanation, Significance. At the bottom, they write: MICE = My Inference = Connections I have + Evidence I have found

Independent Practice 1: Franklin

- Prompt: Explain why Benjamin Franklin's invention was important.
- Given Reason: One reason Benjamin Franklin's invention was important was that it protected buildings from dangerous fires.
- Given Evidence: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning."
- Given Explanation: This shows that the lightning rod solved a serious problem by helping many buildings stay safe.
- Student Task: Write a significance sentence using one of these signal phrases: Ultimately, / The big picture is, / As you can see, / From this we can learn that,
- Answer Key Possibilities:
- Ultimately, communities are safer when inventors use science to solve real problems.
- The big picture is that one useful invention can protect many people and places.
- From this we can learn that curiosity can lead to solutions that benefit others.

Independent Practice 2: Founding Fathers

- Prompt: Explain the importance of the Founding Fathers' work.
- Given Reason: One reason the Founding Fathers' work was important was that they created fair laws to protect people's freedoms.
- Given Evidence: The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people."
- Given Explanation: This shows that their solution was designed to help people live with fairness and protection.
- Student Task: Write a significance sentence.
- Answer Key Possibilities:
- As everyone can benefit, fair laws help people live with greater freedom and security.

- Ultimately, strong leaders create systems that protect others instead of allowing unfairness to continue.
- This teaches us that solving problems with fairness can build a stronger future for many people.

Independent Practice 3: Paired Passages

- Prompt: Explain why the solutions in The Invention of Electricity and The Founding Fathers were important.
- Given Reason: One reason the solutions in both passages were important was that they improved life for others.
- Given Evidence: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning." The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people."
- Given Explanation: This shows that both solutions were designed to help people live more safely and fairly.
- Student Task: Write a significance sentence using MICE.
- Answer Key Possibilities:
- The big picture is that thoughtful solutions can protect communities and improve everyday life.
- From this we can learn that leaders and inventors can both make a lasting difference when they solve real problems.
- As you can see, people benefit when others respond to problems with ideas that protect and strengthen society.

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures

AWARD



Teacher Script

*"Today, you went beyond the quote.
You did not stop at proving your reason.
You stretched your thinking into significance.
You made meaning.
You created the kind of sentence that makes writing feel wise, complete, and powerful."*

Recognition Ideas

- students draw a cheese slice in their notebook and write their strongest significance sentence on it
- students circle the signal phrase they used
- students place a star beside the sentence that best connected to others

Teacher awards titles such as:

- MICE Master
- Inference Builder
- Big Picture Thinker
- Significance Star
- Reflection Rocker

Class Phrase

Teacher Script

"What does MICE help us build?" (Students: "A bigger idea!")
"What do strong writers do?" (Students: "Read between the lines!")"

TARGET

Teacher Script

"Writers grow when they notice not just what they wrote, but how deeply they thought.
Now think about your significance sentence."

Reflection Questions

- Did I connect my idea to the evidence?
- Did I go beyond the text in a thoughtful way?
- Did I connect the learning to others?
- Did I use a strong signal phrase?
- Did my sentence sound like a takeaway, theme, or moral?

Curiosity Questions

- Why do solution and resolution help us think about significance?
- Can one event teach more than one lesson?
- How can an invention become a lesson for life?
- How can leadership decisions teach others something bigger?
- Why do readers remember big ideas more than small details?

Goal Stems

- One HABIT I want to keep using is...
- Next time I want to make my significance sentence more...
- One thing I noticed about strong inferencing is...
- One question I still have is...

Daily Deck Slide

Go beyond the quote: stack the MICE layers and let your significance sentence shine.

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

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN



Teacher Script

"Now turn and teach someone what significant inferencing means. Help your partner understand how MICE helps turn evidence into a bigger idea."

Turn and Teach Sentence Frames

- "Significant inferencing means..."
- "MICE stands for..."
- "The evidence says..., but the bigger idea is..."
- "A strong significance sentence helps others by..."
- "One signal phrase I can use is..."

Teacher Listen-Fors

Students should explain:

- that significance is the fourth sentence in the paragraph
- that it goes beyond the evidence
- that it connects to others
- that MICE combines connection plus evidence to form inference

★ Daily Deck Slide

Teach it to prove it: MICE turns evidence + your connections into a bigger idea that helps others.

Closing Teacher Script** Teacher Script**

*"Today, you learned that great writing does not end with explanation.
It rises into significance.
You learned how to combine what the text shows with what you know to create a bigger idea.
You learned how to write the kind of sentence that tells the lesson, the takeaway, the theme, and the value for others.
And that is powerful writing."*

Final Class Chant** Teacher Script**

*"MICE means this: My Inference = Connections I have + Evidence I have found.
"Say it one more time."
MICE means this: My Inference = Connections I have + Evidence I have found."*

Module 1 — Exemplar Responses

Use these exemplars to calibrate a strong significance sentence (the fourth sentence of the body paragraph). Prompt: Explain why Benjamin Franklin's invention was important. (Reason, evidence, and explanation are given; the significance sentence is what varies in quality.)

Given paragraph so far:

- Reason: One reason Benjamin Franklin's invention was important was that it protected buildings from dangerous fires.
- Evidence: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning."
- Explanation: This shows that the lightning rod solved a serious problem by helping many buildings stay safe.

High Exemplar (Green)

Significance sentence: Ultimately, communities benefit when people use curiosity and science to solve problems that protect others.

Why this is a High response: it opens with a signal phrase, grows out of the evidence and explanation, goes beyond the text, and connects the learning to others (a lesson many people can use) — true significant inferencing with MICE.

Medium Exemplar (Yellow)

Significance sentence: This shows the lightning rod protected homes, barns, and churches from fires.

What this response needs to improve: it only repeats the evidence and explanation instead of stretching outward. It needs a signal phrase and a bigger idea — a lesson learned or takeaway that reaches beyond the text and connects to others.

Low Exemplar (Red)

Significance sentence: The lightning rod was good.

What this response needs to improve: it does not go beyond the text, has no signal phrase, and states an opinion instead of a bigger idea. It needs to use MICE — combine the evidence with a connection to form an inference — and end with a takeaway that helps others.

Module 1 — Assessment

Formative Assessment

Throughout the week, check whether students can write a significance sentence that goes beyond the text using MICE. Look for: a signal phrase, an idea that grows out of the evidence, and a connection to others (not just the writer).

Independent Task

Give students a reason, evidence, and explanation for one of the passages ("The Invention of Electricity" or "The Founding Fathers"). Students write the fourth sentence — the significance sentence — on their own.

Score for:

- uses a signal phrase (Ultimately, / The big picture is, / From this we can learn that,)
- goes beyond the text to a bigger idea
- grows out of the reason and evidence (does not wander off-topic)
- connects the learning to others

Teacher Note: For the independent task, make sure students are stretching to significance — going beyond the text — rather than repeating the explanation, before moving to longer responses in later modules.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can explain what MICE stands for and what a significance sentence does.
- Visual/Physical — Attempt — Sort It: Students sort sentence strips into two piles: "Explanation (stays with the quote)" and "Significance (goes beyond the text)."
- Written — Discuss/Use — One-Sentence Summary: Students write one significance sentence, with a signal phrase, that connects the learning to others.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 1 — Intervention Activity: Cheese Slice Support

Field	Detail
Purpose	To help students who need extra practice building significance sentences.
Relevant TEKS Breakout	12B(i) compose informational texts...using a clear central idea; 11B(iii) developing an engaging idea with relevant details
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to explain with detail

Teacher Script

"We are going to slow it down and build one slice at a time."

Small Group Steps

Teacher gives students a reason, evidence, and explanation. Teacher asks:

- What does the text show?
- What connection can we make?
- What bigger lesson comes from this?

Students place labeled cheese slices in order:

- Evidence I Found
- Connection I Have
- My Inference

Guided Example

- Reason: One reason Benjamin Franklin's invention was important was that it protected buildings.
- Evidence: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning."
- Explanation: This shows that the invention solved a problem for many people.

Teacher Support Questions:

- "Who benefits from this solution?"
- "What can other people learn from this?"
- "What is the bigger lesson?"

Sample Supported Answer: Ultimately, people can help whole communities when they solve problems in ways that protect others.

Sentence Frames

- Ultimately, people benefit when...
- As you can see, others can learn that...
- The big picture is that...
- From this we can learn that...

Module 1 — Embedded Formative Checks

Quick, in-the-moment checks woven into the lesson. Each row: the prompt, what mastery looks like, the warning sign, and how to respond.

Embedded Check	Looks Like Mastery	Warning Sign	Quick Response
Ask students what MICE stands for.	Students say "My Inference = Connections I have + Evidence I have found" and can explain each part.	Students recite the letters but cannot explain them.	Re-anchor with the cheese slices: Evidence I Found, Connection I Have, My Inference.
Ask how a significance sentence is different from an explanation.	Students say explanation stays with the quote; significance goes beyond the text to a bigger idea.	Students repeat the evidence as their "significance."	Anchor: "Significance goes beyond the text." Model one aloud.
Ask students to add a signal phrase to a significance sentence.	Students begin with "Ultimately," / "The big picture is," etc.	Students start with "This shows..." (an explanation opener).	Point to the signal-phrase list and have them swap the opener.
Ask who benefits from the bigger idea.	Students name other people, not just themselves.	Students say only "I learned..."	Push outward: "How can OTHER people benefit from this idea?"

Module 1 — Enrichment Activity: Theme Beyond the Text

Field	Detail
Purpose	To challenge students who are ready for higher-level thinking.
Relevant TEKS Breakout	12B(ii) compose informational texts...using genre characteristics; 12B(iii) using craft
Relevant ELPS	4(D)(i)-(iii) sentence types and connecting words; 4(F)(i) write to explain with detail

Teacher Script

*"You are ready to go even deeper.
You will now create multiple significance sentences from the same paragraph part
and decide which one is strongest."*

Student Task

For one reason-evidence-explanation set, students will write:

- a significance sentence focused on a life lesson
- a significance sentence focused on leadership or community
- a significance sentence focused on theme or moral

Then they explain which one is strongest and why.

Example Enrichment Set: Founding Fathers

- Reason: One reason the Founding Fathers' work was important was that they created fair laws to protect people's freedoms.
- Evidence: The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people."
- Explanation: This shows that their solution was designed to protect people from unfair treatment.

Possible Enrichment Responses

- Life Lesson: Ultimately, people can create better futures when they respond to unfairness with courage and action.
- Leadership Focus: As everyone can benefit, strong leaders do more than point out problems; they build fair solutions for others.
- Theme Focus: The big picture is that fairness and freedom are worth protecting through wise decisions and teamwork.

Advanced Extension

Students create a full paragraph with:

- thesis (central idea)
- reason
- evidence
- explanation
- significance

Then they highlight the significance sentence and explain how it uses MICE.

Module 1 — Writing Opportunities

Ways to give students authentic practice writing significance sentences with MICE across the week.

Quick Writes

- Give a reason, evidence, and explanation; students write only the significance sentence.
- Students rewrite a weak "significance" sentence (one that just repeats the evidence) into a strong one that goes beyond the text.

Building Toward the Full Paragraph

- Students write a complete body paragraph for one passage: reason, evidence, explanation, and significance — then highlight the significance sentence and label the MICE parts.
- Students choose a signal phrase and write a significance sentence for each of the two passages ("The Invention of Electricity" and "The Founding Fathers").

Stretch / Cross-Text

- Students write a significance sentence for a paired-passage prompt that draws a bigger idea from BOTH passages ("As everyone can benefit, strong solutions often come from people who respond to problems by protecting others").

Connection to the ECR

Every significance sentence students draft here becomes the powerful fourth sentence in their extended constructed response — the sentence that makes their writing feel wise and complete.

Module 1 — Auditory Engagement

Give every learner a chance to HEAR and SAY the thinking, not only read it. These moments are built around this module's work — building a significance sentence with MICE:

- Choral-read a significance sentence aloud ("Ultimately, communities benefit when people use curiosity and science to solve problems that protect others"); students signal thumbs-up when they hear the idea reach beyond the text.
- "Stack it out loud": partners say the Evidence, then a Connection, then the Inference — all in one breath — to build the significance sentence by ear.
- Signal-phrase call-and-response: teacher says a signal phrase ("The big picture is,"), students finish it with a bigger idea from the passage.
- Echo the chant: "MICE means this — My Inference = Connections I have + Evidence I have found."

Module 1 — Pause Points

Built-in moments to stop, think, and self-check while building the significance sentence.

II Pause Point 1 — After the Evidence and Explanation

Stop and think: Do I have my reason, my evidence (quoted with a signal phrase), and my explanation? These are the first three sentences — I need them before I can build significance.

II Pause Point 2 — Before Writing Significance

Stop and think: What do I already know that connects to this evidence? Combine the evidence with my connection (MICE) to reach a bigger idea that is not directly stated in the text.

II Pause Point 3 — After Writing Significance

Stop and think: Does my significance sentence start with a signal phrase, go beyond the text, and connect the learning to OTHER people — not just me? If it only repeats the evidence, I need to stretch it further.

Module 1 — At-Home Practice

Task Card 1 — Find the Bigger Idea

Read something short together (a book, an article, or even a cereal box). Ask your child: "What is the bigger lesson here that could help other people?" Have them say it as a significance sentence starting with "Ultimately," or "The big picture is,".



Task Card 2 — MICE It

TEKS 12B(i). Pick one fact from a text. Have your child combine it with a connection they already have to make a bigger idea: "My evidence is ___, my connection is ___, so my inference is ___." That is MICE.



Task Card 3 — Signal Phrase Practice

Have your child practice starting significance sentences with different signal phrases: "As you can see," / "From this we can learn that," / "This teaches us that,". The goal is a sentence that goes beyond the text and connects the learning to others.



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 writing significance sentences with MICE using both the Electricity and Founding Fathers passages, 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 set	I can do it
Say what MICE stands for (My Inference = Connections I have + Evidence I have found).			
Tell the difference between an explanation and a significance sentence.			
Use a signal phrase to start my significance sentence.			
Write a significance sentence that goes beyond the text.			
Connect the learning to others, not just myself.			

One thing I am proud of:

One thing I want to get better at:

Module 1 — Closure and Teacher Reference

Teacher Script

"Today, you learned that great writing does not end with explanation. It rises into significance. You learned how to combine what the text shows with what you know to create a bigger idea — the kind of sentence that tells the lesson, the takeaway, the theme, and the value for others. And that is powerful writing."

Sample WHY Prompt Set for This Lesson

Prompts Using the Word Why

- Explain why Benjamin Franklin's invention was important.
- Explain why the Founding Fathers' work mattered to the colonies.
- Explain why the solutions in both passages were important.

Prompts Without the Word Why

- Explain the importance of Benjamin Franklin's lightning rod.
- Explain the significance of the Founding Fathers' solution to unfair rule.
- Explain the importance of the solutions in The Invention of Electricity and The Founding Fathers.

Sample Thesis (Central Idea) Statements for WHY Prompts

- Benjamin Franklin's invention was important because it protected buildings and improved community safety.
- The Founding Fathers' work mattered because they created fair laws and helped protect people's rights.
- The solutions in both passages were important because they helped solve serious problems and improve life for others.

Exit Reflection Question

Students write in their notebook: "The most important thing I learned about significance sentences is..." Possible student responses: "It is the fourth sentence and goes beyond the text," "MICE combines my connections with the evidence," "It connects the lesson to other people."

Teacher Closing for Discussion

Teacher Script

"Significance stays connected to the reason and evidence, but it stretches outward — it tells the big picture, the lesson learned, or how others can benefit. That is where writing feels wise and complete."

Final Class Chant — Teacher and students: "MICE means this: My Inference = Connections I have + Evidence I have found."

m1-virtual-adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to remote or computer-based learners? Keep every activity — just adjust HOW students share and build the significance sentence:

- Display both passages on screen; students highlight the solution, reaction, and resolution in a shared doc before writing.
- Recreate the cheese stack digitally: three stacked shapes labeled Evidence I Found, Connection I Have, My Inference — students type into each, then combine them into one significance sentence.
- Keep the signal-phrase list on screen; students pick one and type a significance sentence in the chat or a shared doc.
- Model the MICE think-aloud on screen: "My evidence is ___, my connection is ___, so my bigger idea is ___."
- Screen-share one strong significance sentence and have the class decide whether it goes beyond the text and connects to others.

MODULE

2

**Significant Inferencing
Sentences for HOW Prompts
Using MICE**

**Week 2 • Medium Stamina • Building HOW body paragraphs —
simple thesis (central idea)**

Module 2: Significant Inferencing Sentences for HOW Prompts Using MICE

Week 2 - Medium Stamina - Building HOW body paragraphs — simple thesis (central idea) with a preposition, a way sentence, evidence, explanation, and a significance sentence with MICE.

Focus

Reading Focus: Solution, Reaction, and Resolution Writing Focus: Significant Inferencing Sentences for HOW Prompts Using MICE

This module follows the GRADUATE Infinity Lesson Cycle.

Teacher Inspiration

Teacher Script

“When students learn to explain how something works, changes, or improves life, they begin to write with clarity, purpose, and power.”

Module Essential Question

How can a writer answer a HOW prompt by tracing the pathway of a process and building a significance sentence with MICE?

Module 2 — Family Communication

Quick Note Home

This week, your child is learning to write a significance sentence — the fourth sentence of a body paragraph, where writers share a bigger idea that goes beyond the text. Students use MICE (My Inference = Connections I have + Evidence I have found) to combine the evidence with their own thinking and reach a lesson others can learn. Our passages are "The Invention of Electricity" (Benjamin Franklin's lightning rod) and "The Founding Fathers."

Table: The Significance HABIT

At School	At Home
Students write a significance sentence with a signal phrase (Ultimately, / The big picture is,).	Ask, "What is the big takeaway?" after a story or news item.
Students go beyond the text to a lesson others can learn.	Talk about how one person's good idea can help many people.
Students use MICE to combine evidence with their own connection.	Notice together when something teaches a bigger lesson.

Conversation Starters

- What does MICE stand for?
- What is a bigger lesson we learned from something this week?
- How can a good idea help other people, not just one person?

Family Letter

Dear Family,

This week your child is learning to write a significance sentence — the sentence that goes beyond the text to share a bigger idea. The focus of this module is an acronym called MICE: My Inference = Connections I have + Evidence I have found. It helps students combine what a text shows with what they already know to reach a lesson others can learn.

We are reading two informational passages: "The Invention of Electricity," about Benjamin Franklin and how his lightning rod protected buildings from fires, and "The Founding Fathers," about how leaders responded to unfair rule by creating a fair government. Your child learns to give a reason, quote evidence from the text, explain it, and then write a significance sentence telling why it matters for others — for example, "Ultimately, communities benefit when people use curiosity and science to solve problems that protect others."

- Ask your child: "What is the bigger lesson we can learn from this?" - After reading or watching something together, practice a significance sentence starting with "Ultimately," or "The big picture is,". - Celebrate when your child connects an idea to how it helps other people.

Thank you for supporting your child's writing!

Choosing Joy, The Teach BIG Team

Module 2 — Family Conversation Starters

Use these at dinner, in the car, or before bed. They reinforce this module's focus — writing a significance sentence with MICE — without any worksheet.

- What does it mean to go "beyond the text" to a bigger idea?
- What does MICE stand for? (My Inference = Connections I have + Evidence I have found)
- What is one bigger lesson we can learn from a story or something that happened today?
- Benjamin Franklin invented the lightning rod to protect buildings. What is a bigger lesson about solving problems?
- The Founding Fathers created fair laws. Why does that still matter for people today?
- Can you say a "significance sentence" starting with "Ultimately," or "The big picture is,"?

Module 2 — Lesson Overview and Standards

Lesson Overview

In Module 2, students build body paragraphs for HOW prompts — prompts that ask them to explain a process, method, or pathway. Using "The Invention of Electricity" and "The Founding Fathers," students write a HOW thesis (central idea) (a simple sentence with a preposition such as by or through), a way sentence, evidence, an explanation, and a significance sentence built with MICE. HOW thinking is "movement thinking": one step leads to the next, and the significance sentence still stretches beyond the text to a lesson others can learn.

BIG Goal: Students will write a HOW body paragraph with a preposition-based thesis (central idea), a clear way sentence, quoted evidence, an explanation, and a MICE significance sentence that connects the process to a bigger idea for others.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students keep the HOW response focused on one clear central idea.
12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-3: students build the thesis (central idea)-way-evidence-explanation-significance structure.
12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4: students refine prepositions and significance sentences.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(ii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure	Days 1-4: students organize the HOW pathway from thesis (central idea) to significance.
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-4: students develop the way, evidence, explanation, and significance.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): "The Invention of Electricity" connects to Science and "The Founding Fathers" connects to Social Studies.

Module 2 — 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
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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 grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 2 — ELPS Accommodations by Proficiency

Every task in this module is open to English learners at all proficiency levels. Use these supports so students can build significance sentences with MICE.

Proficiency Level	Support
Beginning	Provide the MICE cheese slices pre-labeled (Evidence I Found, Connection I Have, My Inference); students place them in order and point before speaking.
Intermediate	Provide the signal-phrase list and a frame: "Ultimately, people benefit when ____."
High Intermediate	Students explain their significance sentence using the frame: "The evidence shows ____, and my connection is ____, so the bigger idea is ____."
Advanced / Advanced High	Students write a significance sentence independently and choose the strongest signal phrase, then justify the choice.

Built-In Sentence Frames

- "The evidence says ____ (Franklin / Founding Fathers)."
- "My connection is ____."
- "Ultimately, ____." / "From this we can learn that ____."

Language Domains

This module builds all four language domains as students learn to write significance sentences using MICE. 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 significance sentences and MICE think-alouds modeled aloud and restate the bigger idea before writing.
Speaking	Students say their connection and inference aloud to a partner, using the signal-phrases frames, before they write.
Reading	Students read both passages closely, marking solution, reaction, and resolution as evidence for their thinking.
Writing	Students write the fourth sentence of a body paragraph — a significance sentence with a signal phrase that goes beyond the text.

Module 2 — Learning Destination

Where We Are Headed

By the end of this module, students can write the fourth sentence of a body paragraph — the significance sentence — using MICE, so their writing goes beyond the text to a bigger idea that helps others.

I Can Statements

- I can say what MICE stands for: My Inference = Connections I have + Evidence I have found.
- I can tell the difference between an explanation and a significance sentence.
- I can use a signal phrase to start my significance sentence.
- I can combine evidence with my own connection to make a bigger idea.
- I can connect the learning to others, not just myself.

Why It Matters

The significance sentence is where writers reflect at a deeper level and often earn higher scores. It turns a correct paragraph into a meaningful one — the kind of writing that shares a lesson, a takeaway, or a big picture others can carry with them.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart and signal-phrases list. You may provide a sentence frame. You may not tell a student the bigger idea or write the significance sentence for them. The student must still combine the evidence with their own connection (MICE) to form an inference that goes beyond the text.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the reason, evidence, and explanation in a body paragraph.	Supported. The teacher may read the passages aloud twice.	The student correctly labels the first three sentences of the paragraph.
Inferential	Combine evidence with a connection to form a bigger idea (MICE).	Guided on Days 1 and 2, independent by Day 5.	The student writes a significance sentence that grows out of the evidence and goes beyond it.
Evaluative	Judge whether a significance sentence connects to others and reflects a lesson.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sentence is significance (a takeaway for others) rather than just explanation.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Significance is just a restated explanation.	A teacher may accept a repeat of the quote as the fourth sentence.	Ask, "Does this sentence go beyond the text to a bigger idea, or does it just repeat the evidence?"
Any big statement counts as significance.	A teacher may accept an idea that is not tied to the evidence.	Remind: significance must grow out of the reason and evidence, not float free of them.
The Cheese/MICE game is the learning target.	A teacher may treat the game as the goal instead of the significance sentence.	Protect the depth: the game is practice for writing the fourth sentence well.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Significance means just saying the topic was "good."	The student writes a vague opinion.	Use MICE: "What connection plus the evidence gives you a bigger lesson others can learn?"
Significance can ignore the evidence.	The student writes an idea unrelated to the quote.	Ask, "Does your bigger idea grow out of this evidence, or did it wander too far?"
A significance sentence is only about the writer.	The student writes "I learned..." and stops.	Push outward: "How can OTHER people benefit from this idea?"

Module 2 — Thinking Levels (Depth of Knowledge)

This module moves students from recalling the parts of a paragraph to creating an original significance sentence with MICE. Plan questions and tasks across all four levels.

DOK Level	What Students Do	Example Task or Question
DOK 1 — Recall	Recall what MICE stands for and name the four parts of a body paragraph.	"What does MICE stand for? Which sentence is the significance sentence?"
DOK 2 — Skill/Concept	Tell the difference between explanation and significance; identify a signal phrase.	"Is this sentence explanation or significance? How do you know?"
DOK 3 — Strategic Thinking	Combine evidence with a connection to build a significance sentence that goes beyond the text.	"Use MICE to write a significance sentence for this reason and evidence."
DOK 4 — Extended Thinking	Write multiple significance sentences (life lesson, leadership, theme) and justify which is strongest.	"Write three significance sentences from the same paragraph and explain which one connects best to others."



Teacher Script

"The significance sentence lives at DOK 3 and 4 — it is where you stop recalling and start creating a bigger idea. That is why it earns higher scores."

Module 2 — 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
help	To make something easier for someone.	"A strong solution can ____ many people."
build	To make something by putting parts together.	"The Founding Fathers ____ a new government."
solve	To find an answer to a problem.	"Franklin worked to ____ the lightning problem."
safe	Free from harm or danger.	"The lightning rod kept buildings ____."
fair	Treating everyone the same way.	"They wanted ____ laws for the people."
change	To make something different.	"Their actions created ____ for others."
plan	A set of steps to reach a goal.	"The Constitution was a ____ for the government."
lead	To guide others.	"The Founding Fathers chose to ____."
protect	To keep safe from harm.	"The rod helped ____ buildings."
work	Effort to do or make something.	"It took hard ____ to solve the problem."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	The main answer to the prompt.	"My HOW ____ is a simple sentence with a preposition."
way	One step or method in the process.	"My ____ sentence shows one step."
evidence	Proof quoted from the text.	"My ____ proves the way."
explanation	Words that tell how the evidence proves the way.	"My ____ begins with 'This.'"
significance	The bigger idea beyond the text.	"The ____ sentence tells why it matters."
inference	A conclusion drawn from clues, not stated directly.	"I make an ____ using MICE."
resolution	How a problem is finally worked out.	"The ____ shows how things ended."
reaction	How someone responds to a problem.	"Their ____ was to take action."
solution	A way a problem is fixed.	"The lightning rod was a ____."
connection	How two ideas relate to each other.	"My ____ helps build the inference."
process	The steps used to do something.	"HOW writing shows the ____."
signal phrase	Words that introduce a quote or idea.	"A ____ like 'Ultimately,' starts significance."
preposition	A word like by, through, or with that shows movement.	"My HOW thesis (central idea) uses a ____."
reflect	To think deeply about meaning.	"I ____ on what the process teaches."
takeaway	The lasting idea you carry away.	"One ____ is that action creates change."

Tier 3 Vocabulary

Teacher Script

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

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
electricity	ih-lek-TRIS-ih-tee	A form of energy that can power things or appear as lightning.	"Franklin studied ____."
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.	"The ____ guided electricity safely."
conduct	kun-DUKT	To carry or let something (like electricity) pass through.	"Metal can ____ electricity." ____
experiments	ik-SPER-uh-ments	Tests done to learn something new.	"Franklin used ____ to discover a solution."
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.	"The ____ wanted to be free."
British rule	BRIT-ish rool	Control of the colonies by Britain.	"They responded to unfair ____."
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.	"They wrote the ____."
Constitution	kon-stih-TOO-shun	The plan for how the government works.	"The ____ explained the new government."
liberty	LIB-er-tee	Freedom.	"They valued ____."
government	GUV-ern-munt	The group that makes and runs the laws.	"They built a fair ____."
invention	in-VEN-shun	A new thing someone makes for the first time.	"The lightning rod was an ____."
freedoms	FREE-dumz	The rights people are free to have.	"Fair laws protect people's ____."

Module 2 — Background Knowledge and Teacher Context

In Module 2, students build body paragraphs for HOW prompts — prompts that ask them to explain a process, method, or pathway. Using the same two informational passages, "The Invention of Electricity" and "The Founding Fathers," students write a HOW thesis (central idea) (a simple sentence with a preposition), a way sentence, evidence, an explanation, and a significance sentence built with MICE (My Inference = Connections I have + Evidence I have found). The reading focus stays on solution, reaction, and resolution: how Franklin solved the lightning problem, and how the Founding Fathers responded to unfair British rule.

HOW thinking is movement thinking — one step leads to the next. A strong HOW thesis (central idea) uses a helpful preposition (by, through, with, in, over, across) to show the method, and the way sentence names one clear step in the process. The significance sentence still goes beyond the text, reflecting on what others can learn from the process or resolution.

Quick Teacher Reference for the Whole Cluster: ECR Parts

Thesis (Central Idea)

The thesis (central idea) is the main answer to the prompt. For HOW prompts, the thesis (central idea) should usually be a simple sentence that includes a helpful preposition such as: by, through, with, in, over, across.

Reason or Way

The reason or way sentence begins the body paragraph. For HOW prompts, this sentence explains one way the process, solution, reaction, or resolution happened.

Evidence

Evidence is the proof from the text. It should be directly quoted and introduced with a signal phrase such as: The text stated, / The passage explained, / The author said,

Explanation

Explanation tells how the evidence proves the way sentence. It often begins with This and helps unpack the quote.

Significance

The significance sentence is the final sentence of the paragraph. It takes the text evidence and the writer's thinking and builds a larger inference, takeaway, theme, or lesson for others.

Lesson Focus

Reading Focus

Students will focus on solution, reaction, and resolution in both passages:

- how Benjamin Franklin solved the problem of lightning damage,
- how the Founding Fathers responded to unfair British rule,
- and how their actions created resolutions that helped others.

Writing Focus

Students will practice building body paragraphs for HOW prompts, especially: writing HOW thesis (central idea) statements as simple sentences with prepositions, identifying ways or processes, selecting evidence, explaining the evidence, and writing strong significance sentences using MICE. Students will use MICE — My Inference = Connections I have + Evidence I have found — to create significance sentences that go beyond the text and show how the solution or resolution matters to others.

Module 2 — Materials and Module at a Glance

Materials Needed

This module is a hands-on pathway-building game, so gather the pieces first. Each student needs an interactive notebook and a pencil, plus highlighters for marking the passages. For the Pathway Builders game, prepare a gameboard, a spinner, game pieces (students choose their own "Pencil Guy" marker), "Pathway Pieces" (arrows cut from paper), and the card sets — HOW prompt cards, thesis (central idea) cards, reason cards, evidence cards, explanation cards, and MICE cards. Have chart paper, anchor chart paper, and a whiteboard with markers for modeling, sticky notes, glue, and scissors, plus copies of both passages. A quick reference list follows.

Materials List

- copies of The Invention of Electricity
- copies of The Founding Fathers
- interactive notebooks
- pencils
- highlighters
- chart paper
- whiteboard and markers
- anchor chart paper
- scissors
- glue
- sticky notes
- HOW prompt cards
- thesis (central idea) cards
- reason cards
- evidence cards
- explanation cards
- MICE cards
- "Pathway Pieces" game cards or arrows cut from paper
- spinner
- gameboard
- game pieces
- students should choose their "Pencil Guy" of choice as their game marker

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	"Stepping-stones" hook; review HOW thesis (central idea) writing with prepositions, then model HOW body paragraphs with MICE significance.
Day 2	15	A — Attempt	Pathway Builders: build the pathway (prompt -> thesis (central idea) -> way -> evidence -> explanation -> significance) with arrow pieces.
Day 3	15	D — Discuss + U — Use	Discuss HOW vs. WHY thinking, then "Map the Method" independently for three practice sets.
Day 4	15	A — Award + T — Target	Celebrate tracing the path of change and set a next-step goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner how to build a strong HOW response.

Module 2 — Tiny Times

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus: building a significance sentence with MICE. Use one whenever the class changes activities, when energy dips, or right before a new task.

The Cheese Stack

Teacher Script

"Tiny Time! Stack your hands like cheese slices — bottom hand is Evidence I Found, middle hand is Connection I Have, top hand is My Inference. Push your top hand up high and whisper one bigger idea that helps others."

Signal-Phrase Freeze

- Call a signal phrase — "Ultimately!" or "The big picture is!" — and students freeze, then whisper a bigger idea to a neighbor.
- Call "MICE!" and students say the whole chant: "My Inference = Connections I have + Evidence I have found."

Module 2 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 2 — Mentor Model

Teacher Script

"Watch how I build the fourth sentence — the significance sentence. I already have my reason, evidence, and explanation. Now I use MICE to reach a bigger idea that goes beyond the text."

Part	Model	What It Does
Reason	One reason Benjamin Franklin's invention was important was that it protected buildings from dangerous fires.	Begins the body paragraph with one clear reason.
Evidence	The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning."	Quoted proof, introduced with a signal phrase.
Explanation	This shows that the lightning rod solved a serious problem by keeping many kinds of buildings safer.	Tells how the evidence proves the reason.
Significance (MICE)	Ultimately, communities benefit when people use curiosity and science to solve problems that protect others.	Goes beyond the text to a bigger idea that helps others.

Teacher think-aloud: "My evidence shows the lightning rod protected buildings. My connection is that inventions can help many people. So my inference becomes a lesson others can learn — that is significance."

When you write your extended constructed response (ECR) for Module 2, remember: the significance sentence goes beyond the text. Use MICE to combine the evidence with your own connection.

Module 1 — TRACKS: Reading the Passages for Evidence

Before students write a significance sentence, they read each passage and TAP the TRACKS to find the six kinds of measurable evidence. The evidence students highlight becomes the proof that grounds their reason, explanation, and significance.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read each passage, we hunt for all six kinds of evidence and highlight each one in its TRACKS color across the whole passage. Once we have marked the TRACKS — especially the solution, reaction, and resolution — we have the evidence we need to build a strong significance sentence with MICE."

TRACKS in "The Invention of Electricity"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	during a thunderstorm; long ago
R	Reactions	This invention helped protect homes, barns, and churches
A	Actions	Benjamin Franklin studied electricity; he invented the lightning rod
C	Character, Concept, Creature	Benjamin Franklin; the lightning rod; electricity
K	Key Knowledge	lightning could cause dangerous fires
S	Scenery / Setting	homes, barns, and churches

TRACKS in "The Founding Fathers"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	long ago; in the early days of the country
R	Reactions	They wanted to create laws that were fair
A	Actions	met together to write the Constitution; responded to unfair rule
C	Character, Concept, Creature	the Founding Fathers; the Constitution; the government
K	Key Knowledge	protect the freedoms of the people
S	Scenery / Setting	the colonies; the new nation

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, 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 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 — The Invention of Electricity

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. As a child, he enjoyed reading, asking questions, and learning about the world around him. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses, barns, or churches, it could start fires that spread quickly. Entire buildings could be destroyed in just a short time. People worried whenever storms rolled into their communities because they did not know how to protect their homes. Many people had incorrect ideas about electricity and lightning.

[3] Franklin wanted to understand why lightning behaved the way it did. He spent time studying electricity and conducting experiments. He wondered if there was a way to guide lightning safely into the ground. Through his research, he discovered that metal could conduct electricity. This discovery helped him develop an invention that could protect buildings from lightning strikes.

[4] Franklin invented the lightning rod, a metal rod placed on top of a building. The rod connects to a wire that runs into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building. This simple invention helped solve a problem that many communities faced for years.

[5] The lightning rod quickly became useful in many places. Homes, barns, churches, and other buildings began adding lightning rods to their rooftops. Communities that used lightning rods were less likely to lose buildings during storms. The invention helped reduce damage and made people feel safer during bad weather.

[6] Benjamin Franklin was not only interested in inventions. He also enjoyed sharing ideas and helping others learn. He believed that knowledge could be used to improve everyday life. His work encouraged other inventors and scientists to ask questions and search for solutions to problems.

[7] Franklin's discoveries helped people understand electricity better. Over time, scientists continued studying electricity and found new ways to use it. Many of the things people use today, such as lights, computers, and household appliances, depend on electricity. Although Franklin did not invent these modern devices, his research helped others learn more about this important form of energy.

[8] Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems. Stormy weather became less dangerous for many buildings because of the lightning rod. Today, Franklin is remembered as someone who used his knowledge to help others and improve the world around him.

Student Annotation Guide — The Invention of Electricity

T — Time

He was born in 1706 in Boston; During Franklin's time; When lightning hit houses, barns, or churches; When lightning strikes the rod; The lightning rod quickly became useful in many places; Over time, scientists continued studying electricity; Stormy weather became less dangerous for many buildings because of the lightning rod; Today, Franklin is remembered

R — Reactions

People worried whenever storms rolled into their communities; He wondered if there was a way to guide lightning safely into the ground; made people feel safer during bad weather

A — Actions

who liked to solve problems in new ways; he enjoyed reading, asking questions, and learning about the world around him; he created many inventions and ideas that helped communities; it could start fires that spread quickly; He spent time studying electricity and conducting experiments; Through his research, he discovered that metal could conduct electricity; Franklin invented the lightning rod; the electricity travels safely through the wire instead of damaging the building; began adding lightning rods to their rooftops; He also enjoyed sharing ideas and helping others learn; His work encouraged other inventors and scientists to ask questions and search for solutions to problems; found new ways to use it; his research helped others learn more about this important form of energy; helped make communities safer

C — Character/Concept/Creature

Benjamin Franklin was an inventor, writer, and leader; grew up curious about how things worked; Franklin believed that learning and experimenting could help improve people's lives; One of Benjamin Franklin's most famous inventions was the lightning rod; Franklin wanted to understand why lightning behaved the way it did; a metal rod placed on top of a building; Benjamin Franklin was not only interested in inventions; He believed that knowledge could be used to improve everyday life; Benjamin Franklin's curiosity and problem-solving ideas; as someone who used his knowledge to help others and improve the world around him

K — Key Knowledge

lightning strikes often caused serious damage to buildings; Entire buildings could be destroyed in just a short time; they did not know how to protect their homes; Many people had incorrect ideas about electricity and lightning; This discovery helped him develop an invention that could protect buildings from lightning strikes; The rod connects to a wire that runs into the ground; This simple invention helped solve a problem that many communities faced for years; Communities that used lightning rods were less likely to lose buildings during storms; Many of the things people use today, such as lights, computers, and household appliances, depend on electricity; Although Franklin did not invent these modern devices; His inventions and discoveries showed how science and creativity could be used to solve real problems

S — Scenery/Setting

Homes, barns, churches, and other buildings

TRACKS EVIDENCE HIGHLIGHTING — The Invention of Electricity

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. As a child, he enjoyed reading, asking questions, and learning about the world around him. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

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PASSAGE 2 — The Founding Fathers

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that would shape the future of the country.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Colonists believed they should have a voice in decisions that affected their daily lives. Some people became frustrated because they felt their concerns were being ignored. Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.

[3] These leaders met with other colonists and discussed ways to improve the situation. They shared ideas, listened to different opinions, and looked for solutions. Even when they disagreed, they continued working together because they believed the colonies deserved a better future.

[4] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It also said that all people have certain rights, such as life, liberty, and the pursuit of happiness. The Declaration of Independence was important because it told the world that the colonies wanted to govern themselves instead of being controlled by Great Britain.

[5] Writing the Declaration of Independence was not easy. The leaders carefully chose their words because they wanted people to understand their reasons for seeking independence. The document helped unite many colonists around a common goal.

[6] After the colonies won the American Revolution, the new country faced another challenge. The United States needed a strong government that could help the nation succeed. The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work. They wanted to create laws that were fair and protect the freedoms of the people.

[7] The Constitution established rules for the government and explained how leaders would be chosen. It also helped divide power among different parts of the government so that no one person would have too much control. These ideas helped create a system that is still used today.

[8] The Founding Fathers showed leadership, courage, and determination as they helped form a new nation. They spent many years working through difficult problems and making important decisions. Their ideas and hard work helped build the foundation of the United States.

[9] Today, the influence of the Founding Fathers can still be seen in American government. The Declaration of Independence and the Constitution continue to be important documents. The rights and freedoms they worked to protect remain important to people across the country. Because of their efforts, the United States was able to grow into a

nation with a government created by and for its people.

Student Annotation Guide — The Founding Fathers

T — Time

that would shape the future of the country; During the late 1700s; In 1776; After the colonies won the American Revolution; These ideas helped create a system that is still used today; They spent many years working through difficult problems and making important decisions; Today, the influence of the Founding Fathers can still be seen in American government

R — Reactions

Many colonists felt the British government was unfair; Some people became frustrated; Even when they disagreed; Writing the Declaration of Independence was not easy

A — Actions

who helped create the United States of America; wanted people to have a government that protected their rights; These leaders worked together to make important decisions; worked together to help solve this problem; These leaders met with other colonists and discussed ways to improve the situation; They shared ideas, listened to different opinions, and looked for solutions; they continued working together; some of these leaders helped write an important document called the Declaration of Independence; The leaders carefully chose their words; The Founding Fathers met together to write the Constitution; The Constitution established rules for the government and explained how leaders would be chosen; It also helped divide power among different parts of the government; Because of their efforts, the United States was able to grow into a nation

C — Character/Concept/Creature

The Founding Fathers were a group of leaders; They believed the American colonies should be free from British rule; Colonists believed they should have a voice in decisions that affected their daily lives; Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison; because they believed the colonies deserved a better future; instead of being controlled by Great Britain; because they wanted people to understand their reasons for seeking independence; the new country faced another challenge; They wanted to create laws that were fair and protect the freedoms of the people; The Founding Fathers showed leadership, courage, and determination; The rights and freedoms they worked to protect; with a government created by and for its people

K — Key Knowledge

it made laws and taxes without asking the colonists for their opinions; they felt their concerns were being ignored; This document explained why the colonies wanted to become a free nation; It also said that all people have certain rights, such as life, liberty, and the pursuit of happiness; The Declaration of Independence was important because it told the world that the colonies wanted to govern themselves; The document helped unite many colonists around a common goal; The United States needed a strong government that could help the nation succeed; which explained how the government of the United States would work; so that no one person would have too much control; Their ideas and hard work helped build the foundation of the United States; The Declaration of Independence and the Constitution continue to be important documents

S — Scenery/Setting

the American colonies were controlled by Great Britain; remain important to people across the country

TRACKS EVIDENCE HIGHLIGHTING — The Founding Fathers

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that would shape the future of the country.

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nation with a government created by and for its people.

🕒 Day 1 - Gather and Reveal (15 minutes)

G**R**

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

*"Today, I want you to imagine a long pathway made of stepping-stones.
 Each stepping-stone shows movement.
 One stone leads to another.
 One action leads to the next.
 One decision creates a result.
 That is what HOW thinking is.
 HOW thinking is movement thinking.
 It helps us answer questions like: How did this solution work? How did this reaction lead to change? How did this resolution help people?
 Today we are not just looking for reasons.
 We are looking for pathways.
 We are going to notice how one step leads to another step.
 We are going to trace the path of change."*

★ Daily Deck Slide

HOW thinking = movement, process, pathway, connection

 Teacher Script

"When writers answer HOW prompts well, they help readers see the path clearly. They show what happened through action. They explain the solution through steps. They reveal the resolution through movement. Today your job is to become a pathway builder."

REVEAL **Teacher Script**

"Before we build our new paragraph parts for HOW prompts, let's quickly review the work we already know how to do."

Review: Prompt Shaping **Teacher Script**

"When we shape a prompt, we notice the important nouns, the important verb, and clue words."

 Daily Deck Slide

Shape the prompt — circle important nouns, box the important verb, notice clue words.

Review: HOW Thesis (Central Idea) Writing **Teacher Script**

"For HOW prompts, our thesis (central idea) should be a simple sentence. It should answer the question clearly. It should often use a preposition because prepositions help show movement, process, or method."

 Daily Deck Slide

— Helpful prepositions for HOW theses: by, through, with, in, across, over.

Teacher Modeling: HOW Prompt

- Prompt: Explain how Benjamin Franklin protected buildings from lightning.

 Teacher Script

"I see this is a HOW prompt because it asks me to explain a process or way."

- Thesis (Central Idea) Example: Benjamin Franklin protected buildings from lightning by inventing the lightning rod.

 Teacher Script

"That is a simple sentence, and it uses the preposition by."

Another HOW Prompt

- Prompt: Explain how the Founding Fathers responded to unfair British rule.
- Thesis (Central Idea) Example: The Founding Fathers responded to unfair British rule through leadership and the creation of important documents.

Review: Ways **Teacher Script**

"In a HOW paragraph, the first sentence of the body paragraph is often called a way sentence. It tells one way the solution, reaction, or resolution happened."

- Example Way Sentence: One way Benjamin Franklin solved the lightning problem was through scientific experimentation.
- Example Way Sentence: To begin, one way the Founding Fathers responded to unfair rule was by writing important documents.

Review: Evidence **Teacher Script**

"Next, we choose evidence that proves that way."

- Example Evidence: The text stated, "Through experiments, he discovered that metal could conduct electricity."
- Example Evidence: The passage explained, "In 1776, some of these leaders helped write an important document called the Declaration of Independence."

Review: Explanation **Teacher Script**

"Then we explain how the evidence proves the way."

- Example Explanation: This shows that Franklin used experiments to discover a practical solution.
- Example Explanation: This shows that the Founding Fathers reacted to unfairness by taking action through writing and leadership.

Reveal the New Learning: Significance for HOW Prompts **Teacher Script**

*“Now we add the final sentence.
This is the significance sentence.
For HOW prompts, significance helps us reflect on what others can learn from the process, solution, or resolution.
It takes the steps in the text and turns them into a bigger lesson.”*

 Anchor Chart: HOW Writing with MICE

Write on anchor chart — HOW Body Paragraph Pattern: Way sentence / Evidence / Explanation / Significance.

Under it write: MICE = My Inference = Connections I have + Evidence I have found

Add — A strong significance sentence for HOW writing:

- reflects on the process or pathway
- connects to others
- shows the lesson learned
- reveals the big picture

Signal Phrases for Significance **Daily Deck Slide**

- As you can see,
- Ultimately,
- The big picture is,
- From this we can learn that,
- As everyone can benefit,
- In the end,
- This teaches us that,
- Because of this,
- One takeaway is that,

Teacher Modeling: Passage 1

- HOW Prompt: Explain how Benjamin Franklin protected buildings from lightning.
- Thesis (Central Idea): Benjamin Franklin protected buildings from lightning by inventing the lightning rod.

- Way Sentence: One way Benjamin Franklin solved the problem was through scientific experimentation.
- Evidence: The text stated, "Through experiments, he discovered that metal could conduct electricity."
- Explanation: This shows that Franklin used testing and discovery to find a safe solution for guiding electricity.
- Significant Inference with MICE: Ultimately, communities can benefit when people solve dangerous problems through careful thinking and experimentation.

Teacher Script

*"My evidence tells me the process Franklin used.
My connection is that careful experimentation often leads to useful solutions.
So my significance sentence becomes a bigger lesson for others."*

Teacher Modeling: Passage 2

- HOW Prompt: Explain how the Founding Fathers responded to unfair British rule.
- Thesis (Central Idea): The Founding Fathers responded to unfair British rule through leadership and the creation of important documents.
- Way Sentence: To begin, one way the Founding Fathers reacted to unfair rule was by writing the Declaration of Independence.
- Evidence: The passage explained, "In 1776, some of these leaders helped write an important document called the Declaration of Independence."
- Explanation: This shows that the Founding Fathers took action by putting their beliefs and goals into writing.
- Significant Inference with MICE: As everyone can benefit, people can respond to unfairness through organized action that creates change for others.

Teacher Script

*"The evidence gives one step in the response.
My connection is that action and planning can turn a problem into progress.
So my significance sentence becomes a lesson for people beyond the text."*

Daily Deck Slide

HOW thinking = movement. Build a simple thesis (central idea) with a preposition, a way sentence, evidence, explanation, and a significance sentence with MICE.

Essential Question

How can a writer answer a HOW prompt by tracing the pathway of a process and building a significance sentence with MICE?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Game Title: Pathway Builders

Purpose

Students will practice answering HOW prompts by building the pathway of thinking:

- prompt
- thesis (central idea)
- way sentence
- evidence
- explanation
- significance

This game is different because students must physically build a pathway using arrow cards or pathway pieces to show how one step leads to the next.

Game Setup

Students work in pairs or groups of 3. Each group receives:

- a gameboard
- a spinner
- Pencil Guy markers
- arrow-shaped pathway pieces
- HOW prompt cards

- thesis (central idea) cards
- way cards
- evidence cards
- explanation cards
- significance cards

Gameboard Design

The gameboard path should move through these spaces: Start Line -> Prompt Point -> Thesis (Central Idea) Trail -> Way Walk -> Evidence Bridge -> Explanation Bend -> Significance Peak

Students place their Pencil Guy at Start Line.

Spinner Labels

- Draw a Prompt
- Build a Thesis (Central Idea)
- Choose the Way
- Match the Evidence
- Explain It
- Climb to Significance

Teacher Script for Directions

Teacher Script

"Today you are going to play Pathway Builders. This game is all about showing HOW one step leads to the next. You will use arrow cards to build the path of thought. Every time your group makes a correct match, you will place another arrow on your pathway. When your pathway is complete, your Pencil Guy gets to move forward. You are not just answering. You are building the process."

How to Play

1. Students place their Pencil Guy at Start Line.
2. One player spins.
3. The group completes the task on the spinner.
4. The group lays down one arrow piece for each correct part built.
5. When the group correctly builds all six parts, they move their Pencil Guy forward 3 spaces.
6. If one part is weak or mismatched, the group fixes it before moving.
7. First group to reach Significance Peak wins.

Card Set 1: Franklin

- HOW Prompt Card: Explain how Benjamin Franklin protected buildings from lightning.
- Thesis (Central Idea) Card: Benjamin Franklin protected buildings from lightning by inventing the lightning rod.
- Way Card: One way Benjamin Franklin solved the problem was through scientific experimentation.
- Evidence Card: The text stated, "Through experiments, he discovered that metal could conduct electricity."
- Explanation Card: This shows that Franklin used discovery and testing to find a way to guide lightning safely.
- Significance Card: The big picture is that careful experiments can lead to solutions that protect many people.

Card Set 2: Franklin

- HOW Prompt Card: Explain how Benjamin Franklin improved community safety.
- Thesis (Central Idea) Card: Benjamin Franklin improved community safety through invention and problem-solving.
- Way Card: To begin, one way Franklin improved safety was by creating a rod that guided electricity into the ground.
- Evidence Card: The text stated, "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."
- Explanation Card: This means the lightning rod redirected the danger away from the building.
- Significance Card: Ultimately, communities grow safer when inventors turn ideas into practical solutions.

Card Set 3: Founding Fathers

- HOW Prompt Card: Explain how the Founding Fathers responded to unfair British rule.
- Thesis (Central Idea) Card: The Founding Fathers responded to unfair British rule through leadership and the creation of new laws.
- Way Card: One way the Founding Fathers responded was by declaring independence from Britain.
- Evidence Card: The passage explained, "This document explained why the colonies wanted to become a free nation."
- Explanation Card: This shows that the leaders responded by clearly stating their reasons for freedom.
- Significance Card: As you can see, people can create change through bold action and clear communication.

Card Set 4: Founding Fathers

- HOW Prompt Card: Explain how the Founding Fathers built a stronger government.
- Thesis (Central Idea) Card: The Founding Fathers built a stronger government by writing the Constitution.
- Way Card: Another way the Founding Fathers created resolution was through planning a fair system of government.
- Evidence Card: The text stated, "The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work."
- Explanation Card: This shows that they solved the problem by creating a plan for how the country should function.
- Significance Card: From this we can learn that strong systems are built through teamwork, planning, and fairness.

Card Set 5: Paired Passage

- HOW Prompt Card: Explain how Benjamin Franklin and the Founding Fathers improved life for others.
- Thesis (Central Idea) Card: Benjamin Franklin and the Founding Fathers improved life for others through solutions that protected communities.
- Way Card: One way both passages show improvement is by solving serious problems that affected many people.
- Evidence Card: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning." The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people."
- Explanation Card: This shows that both Franklin and the Founding Fathers responded to problems with actions that made life safer and fairer.
- Significance Card: As everyone can benefit, thoughtful solutions can strengthen communities and protect the people within them.

Answer Key for Game

Students should correctly connect: the HOW prompt, a simple thesis (central idea) with a preposition, a way sentence, evidence, explanation, significance.

Checkpoints for Correctness:

- thesis (central idea) must be a simple sentence
- thesis (central idea) must include a preposition
- the way sentence must show one process or pathway
- the evidence must prove that way
- the explanation must begin with This when possible
- the significance must go beyond the text and help others see the big picture

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS

🔊 Teacher Script

"Now that you have built your pathways, let's talk about what made your HOW thinking strong."

Discussion Questions

- How is a HOW thesis (central idea) different from a WHY thesis (central idea)?
- Why do prepositions help in HOW thesis (central idea) statements?
- What makes a way sentence strong?
- How do solution, reaction, and resolution connect to HOW prompts?
- Why does significance still matter in HOW writing?

Possible Student Responses

- "A HOW thesis (central idea) tells the method or process."
- "Prepositions help show how something happened."
- "A strong way sentence gives one clear step."
- "Solution and reaction help us think about actions."
- "Significance makes the writing sound deeper."

Possible Teacher Responses

- "Yes. A HOW thesis (central idea) points to movement."
- "Exactly. Words like by and through help readers see the process."
- "That is correct. A strong way sentence focuses on one path, not many at once."
- "Excellent thinking. HOW writing is often built on action and response."

Possible Student Questions

- "Can I use more than one preposition in my thesis (central idea)?"
- "What if my way sentence sounds too much like my thesis (central idea)?"
- "Can significance in a HOW paragraph still sound like a lesson?"

Possible Teacher Responses

- "Yes, but keep the thesis (central idea) simple and clear."
- "If the way sentence sounds too much like the thesis (central idea), narrow it down to one part of the process."
- "Yes. Significance often becomes a life lesson, takeaway, or theme."

USE (Independent Practice) — Interactive Notebook Activity: Map the Method

Teacher Script

"Now you will show this work on your own in your interactive notebook. You are going to map the method. That means you will trace the process from thesis (central idea) all the way to significance."

Notebook Setup

Students divide the page into 5 connected boxes or arrows: Prompt / Thesis (Central Idea) / Way / Evidence + Explanation / Significance. At the bottom they write: MICE = My Inference = Connections I have + Evidence I have found

Independent Practice 1: Franklin

- Prompt: Explain how Benjamin Franklin protected buildings from lightning.
- Student Task: Write a simple thesis (central idea) with a preposition, one way sentence, evidence, explanation, significance.
- Answer Key Example:
- Thesis (Central Idea): Benjamin Franklin protected buildings from lightning by inventing the lightning rod.
- Way: One way Franklin solved the problem was through scientific experimentation.
- Evidence: The text stated, "Through experiments, he discovered that metal could conduct electricity."
- Explanation: This shows that Franklin used testing to discover a safe solution.
- Significance: Ultimately, people can solve dangerous problems through careful thinking and experimentation.

Independent Practice 2: Founding Fathers

- Prompt: Explain how the Founding Fathers built a new government.
- Answer Key Example:
- Thesis (Central Idea): The Founding Fathers built a new government by writing important guiding documents.
- Way: To begin, one way they created resolution was through writing the Constitution.
- Evidence: The text stated, "The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work."
- Explanation: This shows that they created a clear plan for how the new government should function.
- Significance: From this we can learn that strong systems are built through planning, teamwork, and fairness.

Independent Practice 3: Paired Passages

- Prompt: Explain how Benjamin Franklin and the Founding Fathers improved communities.
- Answer Key Example:
- Thesis (Central Idea): Benjamin Franklin and the Founding Fathers improved communities through solutions that protected people.
- Way: One way both passages show improvement is by solving problems that affected many people.
- Evidence: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning." The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people."
- Explanation: This shows that both solutions helped communities become safer and fairer.
- Significance: As everyone can benefit, communities grow stronger when people respond to problems with protective and thoughtful solutions.

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures

AWARD



Teacher Script

*"Today, you traced the path of change.
You showed how a solution was created.
You showed how a reaction led to action.
You showed how a resolution helped people.
And then you went even further by turning those steps into a meaningful takeaway."*

Recognition Ideas

- students draw a pathway in their notebook and star their strongest sentence
- students circle the preposition in their thesis (central idea)
- students put a box around the signal phrase in their significance sentence

Teacher awards titles such as:

- Pathway Pro
- Process Powerhouse
- Resolution Reader
- MICE Master
- Big Picture Builder

Quick Celebration Script

Teacher Script

"What do HOW writers show?" (Students: "The path!")
"What helps a HOW thesis (central idea) work?" (Students: "A preposition!")
"What takes our thinking higher?" (Students: "Significance!")"

TARGET

Teacher Script

"Now let's think about where your writing is growing and where you want it to grow next."

Reflection Questions

- Did I write my HOW thesis (central idea) as a simple sentence?
- Did I use a clear preposition?
- Did my way sentence show one clear path or process?
- Did my evidence match the way?
- Did my significance sentence go beyond the text?
- Did I connect the learning to others?

Curiosity Questions

- Why do readers understand writing better when the process is clear?
- How can one solution create many effects?
- How do reaction and resolution help us build stronger HOW responses?
- Why does a writer need both details and a big-picture idea?
- How can the same event teach different lessons to different people?

Goal Stems

- One HABIT I want to keep using is...
- Next time I want to make my thesis (central idea) more...
- I still need practice with...
- One thing I noticed about strong HOW writing is...

★ Daily Deck Slide

Trace the path: simple thesis (central idea) + preposition -> way -> evidence -> explanation -> significance.

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

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN

Teacher Script

"Now turn and teach someone else how to build a strong HOW response. Teach them how to move from the process in the text to the takeaway for others."

Turn and Teach Sentence Frames

- "A HOW thesis (central idea) is different because..."
- "One good preposition to use is..."
- "A way sentence should show..."
- "The evidence proves the process by..."
- "The significance sentence matters because..."

Teacher Listen-Fors

Students should explain:

- that HOW theses are simple sentences
- that HOW theses use prepositions
- that the way sentence shows one path or process
- that significance still goes beyond the text
- that MICE helps connect evidence to a larger idea

★ Daily Deck Slide

Teach the pathway: simple thesis (central idea) + preposition, one clear way, proof, explanation, and significance.

Closing Teacher Script

Teacher Script

*"Today, you showed that HOW writing is about movement.
It is about process.
It is about tracing how one action leads to a result.
You learned to build a clear pathway from thesis (central idea) to significance.
You learned to use prepositions to strengthen your thinking.
And you learned that even when writing about process, the biggest lesson still matters."*

Final Class Phrase

Teacher Script

*"HOW writers do what?" (Students: "Show the path!")
"What makes the path clear?" (Students: "A strong thesis (central idea), a strong way, and strong proof!")
"What takes it beyond the page?" (Students: "Significance!")"*

Module 2 — Exemplar Responses

Use these exemplars to calibrate a strong HOW body paragraph — a simple thesis (central idea) with a preposition, a way sentence, evidence, explanation, and a significance sentence with MICE. Prompt: Explain how Benjamin Franklin protected buildings from lightning.

High Exemplar (Green)

Benjamin Franklin protected buildings from lightning by inventing the lightning rod. One way Franklin solved the problem was through scientific experimentation. The text stated, "Through experiments, he discovered that metal could conduct electricity." This shows that Franklin used testing and discovery to find a safe solution for guiding electricity. Ultimately, communities can benefit when people solve dangerous problems through careful thinking and experimentation.

Why this is a High response: the thesis (central idea) is a simple sentence with a preposition ("by"), the way sentence shows one clear step of the process, the evidence is quoted with a signal phrase, the explanation begins with "This," and the significance sentence uses MICE to go beyond the text and connect to others.

Medium Exemplar (Yellow)

Benjamin Franklin protected buildings because he made a lightning rod. He did experiments. The text stated, "Through experiments, he discovered that metal could conduct electricity." This shows he tested things. The lightning rod was helpful. What this response needs to improve: the thesis (central idea) uses "because" instead of a HOW preposition (it should be a simple sentence with by/through), the way sentence is missing, and the significance sentence only says the rod "was helpful" instead of stretching to a bigger idea with a signal phrase.

Low Exemplar (Red)

Franklin made a lightning rod. It was good. It helped.

What this response needs to improve: there is no HOW thesis (central idea) with a preposition, no way sentence, no quoted evidence, no explanation, and no significance sentence. It needs the full pathway — thesis (central idea) (with a preposition), way, evidence, explanation, and a MICE significance sentence.

Module 2 — Assessment

Formative Assessment

Throughout the week, check whether students can write a significance sentence that goes beyond the text using MICE. Look for: a signal phrase, an idea that grows out of the evidence, and a connection to others (not just the writer).

Independent Task

Give students a reason, evidence, and explanation for one of the passages ("The Invention of Electricity" or "The Founding Fathers"). Students write the fourth sentence — the significance sentence — on their own.

Score for:

- uses a signal phrase (Ultimately, / The big picture is, / From this we can learn that,)
- goes beyond the text to a bigger idea
- grows out of the reason and evidence (does not wander off-topic)
- connects the learning to others

Teacher Note: For the independent task, make sure students are stretching to significance — going beyond the text — rather than repeating the explanation, before moving to longer responses in later modules.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can explain what MICE stands for and what a significance sentence does.
- Visual/Physical — Attempt — Sort It: Students sort sentence strips into two piles: "Explanation (stays with the quote)" and "Significance (goes beyond the text)."
- Written — Discuss/Use — One-Sentence Summary: Students write one significance sentence, with a signal phrase, that connects the learning to others.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 2 — Intervention Activity: Preposition Path Support

Field	Detail
Purpose	To support students who need extra help writing HOW theses and building clear way sentences.
Relevant TEKS Breakout	12B(i) compose informational texts...using a clear central idea; 11B(iii) developing an engaging idea with relevant details
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to explain with detail

Teacher Script

"We are going to slow down and build the pathway one step at a time. We are especially going to focus on using prepositions to make our HOW thinking clear."

Small Group Steps

1. Teacher gives students one HOW prompt.
2. Students choose the best preposition from a small card set: by, through, with.
3. Students orally build a thesis (central idea).
4. Teacher helps students narrow one way sentence.
5. Students match the evidence.
6. Teacher guides them into a significance sentence.

Guided Example

- Prompt: Explain how Benjamin Franklin improved community safety.
- Preposition Choices: by, with, over
- Best Choice: through or by
- Model Answer — Thesis (Central Idea): Benjamin Franklin improved community safety through invention and problem-solving.
- Way Sentence: One way Franklin improved safety was by creating the lightning rod.
- Evidence: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning."
- Explanation: This shows that Franklin's invention protected important buildings from danger.
- Significance: Ultimately, people can improve safety for others by solving problems with useful ideas.

Sentence Frames

- _____ improved _____ by _____.
- One way _____ happened was through _____.
- The text stated, "_____."
- This shows _____.
- As you can see, _____.

Module 2 — Embedded Formative Checks

Quick, in-the-moment checks woven into the lesson. Each row: the prompt, what mastery looks like, the warning sign, and how to respond.

Embedded Check	Looks Like Mastery	Warning Sign	Quick Response
Ask students what MICE stands for.	Students say "My Inference = Connections I have + Evidence I have found" and can explain each part.	Students recite the letters but cannot explain them.	Re-anchor with the cheese slices: Evidence I Found, Connection I Have, My Inference.
Ask how a significance sentence is different from an explanation.	Students say explanation stays with the quote; significance goes beyond the text to a bigger idea.	Students repeat the evidence as their "significance."	Anchor: "Significance goes beyond the text." Model one aloud.
Ask students to add a signal phrase to a significance sentence.	Students begin with "Ultimately," / "The big picture is," etc.	Students start with "This shows..." (an explanation opener).	Point to the signal-phrase list and have them swap the opener.
Ask who benefits from the bigger idea.	Students name other people, not just themselves.	Students say only "I learned..."	Push outward: "How can OTHER people benefit from this idea?"

Module 2 — Enrichment Activity: One Process, Many Pathways

Field	Detail
Purpose	To challenge students who are ready for deeper HOW thinking.
Relevant TEKS Breakout	12B(ii) compose informational texts...using genre characteristics; 12B(iii) using craft
Relevant ELPS	4(D)(i)–(iii) sentence types and connecting words; 4(F)(i) write to explain with detail

Teacher Script

*"You are ready to show that one HOW prompt can be answered through more than one pathway.
You will now create multiple way sentences for the same thesis (central idea) and decide which one is strongest."*

Student Task

For one HOW prompt, students will write:

- one thesis (central idea) with a preposition
- two different way sentences
- evidence for each way
- explanation for each way
- one final significance sentence that connects both ways

Example Enrichment Set: Founding Fathers

- Prompt: Explain how the Founding Fathers responded to unfair British rule.
- Thesis (Central Idea): The Founding Fathers responded to unfair British rule through leadership and important writing.
- Way Sentence 1: One way they responded was by writing the Declaration of Independence.
- Evidence 1: The passage explained, "This document explained why the colonies wanted to become a free nation."
- Explanation 1: This shows that they clearly stated their reasons for independence.
- Way Sentence 2: Another way they responded was through writing the Constitution.
- Evidence 2: The text stated, "The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work."
- Explanation 2: This shows that they created a plan for a stronger and fairer government.

- Significance: The big picture is that strong leaders create lasting change through clear action, wise planning, and teamwork.

Advanced Extension

Students create a full HOW body paragraph and then revise:

- one stronger preposition in the thesis (central idea)
- one clearer way sentence
- one more meaningful significance sentence

They then explain which revision improved their writing the most.

Module 2 — Writing Opportunities

Ways to give students authentic practice writing significance sentences with MICE across the week.

Quick Writes

- Give a reason, evidence, and explanation; students write only the significance sentence.
- Students rewrite a weak "significance" sentence (one that just repeats the evidence) into a strong one that goes beyond the text.

Building Toward the Full Paragraph

- Students write a complete body paragraph for one passage: reason, evidence, explanation, and significance — then highlight the significance sentence and label the MICE parts.
- Students choose a signal phrase and write a significance sentence for each of the two passages ("The Invention of Electricity" and "The Founding Fathers").

Stretch / Cross-Text

- Students write a significance sentence for a paired-passage prompt that draws a bigger idea from BOTH passages ("As everyone can benefit, strong solutions often come from people who respond to problems by protecting others").

Connection to the ECR

Every significance sentence students draft here becomes the powerful fourth sentence in their extended constructed response — the sentence that makes their writing feel wise and complete.

Module 2 — Auditory Engagement

Give every learner a chance to HEAR and SAY the thinking, not only read it. These moments are built around this module's work — building a significance sentence with MICE:

- Choral-read a significance sentence aloud ("Ultimately, communities benefit when people use curiosity and science to solve problems that protect others"); students signal thumbs-up when they hear the idea reach beyond the text.
- "Stack it out loud": partners say the Evidence, then a Connection, then the Inference — all in one breath — to build the significance sentence by ear.
- Signal-phrase call-and-response: teacher says a signal phrase ("The big picture is,"), students finish it with a bigger idea from the passage.
- Echo the chant: "MICE means this — My Inference = Connections I have + Evidence I have found."

Module 2 — Pause Points

Built-in moments to stop, think, and self-check while building the significance sentence.

|| Pause Point 1 — After the Evidence and Explanation

Stop and think: Do I have my reason, my evidence (quoted with a signal phrase), and my explanation? These are the first three sentences — I need them before I can build significance.

|| Pause Point 2 — Before Writing Significance

Stop and think: What do I already know that connects to this evidence? Combine the evidence with my connection (MICE) to reach a bigger idea that is not directly stated in the text.

|| Pause Point 3 — After Writing Significance

Stop and think: Does my significance sentence start with a signal phrase, go beyond the text, and connect the learning to OTHER people — not just me? If it only repeats the evidence, I need to stretch it further.

Module 2 — At-Home Practice

Task Card 1 — Find the Bigger Idea

Read something short together (a book, an article, or even a cereal box). Ask your child: "What is the bigger lesson here that could help other people?" Have them say it as a significance sentence starting with "Ultimately," or "The big picture is,".



Task Card 2 — MICE It

TEKS 12B(i). Pick one fact from a text. Have your child combine it with a connection they already have to make a bigger idea: "My evidence is ___, my connection is ___, so my inference is ___." That is MICE.



Task Card 3 — Signal Phrase Practice

Have your child practice starting significance sentences with different signal phrases: "As you can see," / "From this we can learn that," / "This teaches us that,". The goal is a sentence that goes beyond the text and connects the learning to others.



Module 2 — 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 writing significance sentences with MICE using both the Electricity and Founding Fathers passages, 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 set	I can do it
Say what MICE stands for (My Inference = Connections I have + Evidence I have found).			
Tell the difference between an explanation and a significance sentence.			
Use a signal phrase to start my significance sentence.			
Write a significance sentence that goes beyond the text.			
Connect the learning to others, not just myself.			

One thing I am proud of:

One thing I want to get better at:

Module 2 — Closure and Teacher Reference

Teacher Script

"Today, you showed that HOW writing is about movement. It is about process. It is about tracing how one action leads to a result. You learned to build a clear pathway from thesis (central idea) to significance, to use prepositions to strengthen your thinking, and that even when writing about process, the biggest lesson still matters."

Sample HOW Prompt Set for This Lesson

Prompts Using the Word How

- Explain how Benjamin Franklin protected buildings from lightning.
- Explain how the Founding Fathers responded to unfair British rule.
- Explain how Benjamin Franklin and the Founding Fathers improved life for others.

Sentence Statement HOW Prompts

- Explain the process Benjamin Franklin used to protect buildings from lightning.
- Explain the way the Founding Fathers created resolution after unfair British rule.
- Explain the connection between the solutions in The Invention of Electricity and The Founding Fathers.

Sample Thesis (Central Idea) Statements for HOW Prompts

- Benjamin Franklin protected buildings from lightning by inventing the lightning rod.
- The Founding Fathers responded to unfair British rule through leadership and important documents.
- Benjamin Franklin and the Founding Fathers improved life for others through solutions that protected communities.
- Benjamin Franklin protected buildings from lightning through scientific discovery and invention.
- The Founding Fathers created resolution by writing fair guiding documents.
- The solutions in both passages are connected through their focus on protecting and improving communities.

Exit Reflection Question

Students write in their notebook: "The most important thing I learned about HOW writing is..." Possible student responses: "A HOW thesis (central idea) is a simple sentence with a preposition," "The way sentence shows one step of the process," "Significance still goes beyond the text."

Teacher Closing for Discussion

Teacher Script

"HOW writing shows the path — thesis (central idea), way, evidence, explanation — and then rises to significance. The preposition keeps the thesis (central idea) clear, and MICE keeps the significance connected to others."

Final Class Phrase — Teacher: "HOW writers do what?" Students: "Show the path!"
Teacher: "What makes the path clear?" Students: "A strong thesis (central idea), a strong way, and strong proof!" Teacher: "What takes it beyond the page?" Students: "Significance!"

m2-virtual-adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to remote or computer-based learners? Keep every activity — just adjust HOW students share and build the significance sentence:

- Display both passages on screen; students highlight the solution, reaction, and resolution in a shared doc before writing.
- Recreate the cheese stack digitally: three stacked shapes labeled Evidence I Found, Connection I Have, My Inference — students type into each, then combine them into one significance sentence.
- Keep the signal-phrase list on screen; students pick one and type a significance sentence in the chat or a shared doc.
- Model the MICE think-aloud on screen: "My evidence is ___, my connection is ___, so my bigger idea is ___."
- Screen-share one strong significance sentence and have the class decide whether it goes beyond the text and connects to others.

M O D U L E

3

Getting SET with the
Statement of Purpose

Week 3 • High Stamina • Learning the first sentence of the
introduction — the broad

Module 3: Getting SET with the Statement of Purpose

Week 3 - High Stamina - Learning the first sentence of the introduction — the broad Statement of Purpose that opens the paper (the S in GET SET).

Focus

Writing Focus: Getting SET with the Statement of Purpose Reading Focus: Solution, Reaction, and Resolution

This module follows the GRADUATE Infinity Lesson Cycle.

Teacher Inspiration

Teacher Script

"A strong introduction opens the door to strong thinking. When students learn to begin broadly and then move with purpose, their writing starts sounding thoughtful before the reader even reaches the thesis (central idea)."

Module Essential Question

How can a writer open an introduction with a broad statement of purpose that prepares the reader and leads toward the thesis (central idea)?

Module 3 — Family Communication

Quick Note Home

This week, your child is learning to write the Statement of Purpose — the broad first sentence of an introduction. We call the introduction "GET SET" (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)), and this module focuses on the S. A strong Statement of Purpose opens the paper with a big, global idea before the more specific thesis (central idea). Our passages are "The Invention of Electricity" and "The Founding Fathers."

Table: Broad vs. Specific

At School	At Home
Students write a broad opening sentence that could fit many essays.	Ask, "Is that a big-picture idea or a specific detail?"
Students tell a broad Statement of Purpose from a specific thesis (central idea).	Practice opening a topic with a wide, meaningful sentence.
Students learn the opening comes first, then the thesis (central idea) narrows it.	Talk about how a big idea can lead into a specific point.

Conversation Starters

- What is a Statement of Purpose?
- Is this sentence broad (a big idea) or specific (exact details)?
- How can you open a topic with a wide, meaningful idea?

Family Letter

Dear Family,

This week your child is learning to write the very first sentence of an introduction — the Statement of Purpose. It is the broad opening sentence that introduces a big idea before the more specific thesis (central idea). We call the introduction "GET SET" (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)), and this module focuses on the S.

Your child is learning to tell a broad opening from a specific one. A broad Statement of Purpose sounds like a big idea or life lesson that could fit many essays — for example, "Important inventions can improve life by solving problems that affect many people." A specific sentence names exact people or details, like "Benjamin Franklin invented the lightning rod." We are reading "The Invention of Electricity" and "The Founding Fathers."

- Ask your child: "Is that a broad, big-picture sentence, or a specific one?" - After reading something together, help your child say a broad opening idea about it. - Celebrate when your child opens a topic with a wide, meaningful sentence.

Thank you for supporting your child's writing!

Choosing Joy, The Teach BIG Team

Module 3 — Family Conversation Starters

Use these at dinner, in the car, or before bed. They reinforce this module's focus — writing a broad Statement of Purpose — without any worksheet.

- What is a Statement of Purpose? (the broad first sentence of the introduction)
- What does GET SET stand for? (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea))
- Is this sentence broad (a big idea) or specific (exact details)?
- Can you open a topic with a wide, meaningful sentence — like "Important ideas can improve life for many people"?
- Why should a paper open broadly before it gets to the exact answer?
- What is a big-picture lesson we could learn from something this week?

Module 3 — Lesson Overview and Standards

Lesson Overview

In Module 3, students learn the first sentence of the introduction: the Statement of Purpose. Using "The Invention of Electricity" and "The Founding Fathers," students learn that the introduction is called GET SET (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)) and focus only on the S. They learn to tell a broad opening from a specific one and to write a Statement of Purpose that opens the paper with a big, global idea before the thesis (central idea) narrows the focus.

BIG Goal: Students will write a broad Statement of Purpose that opens a paper with a big-picture idea, avoids exact passage details, and leads naturally into a more specific thesis (central idea).

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students open the paper with a broad idea that leads to the central idea.
12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-3: students sort and build broad statement of purpose sentences.
12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4: students refine their openings to sound broad and purposeful.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Days 1-5: students build the opening sentence of the introduction.
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Day 3: students pair the statement of purpose with the thesis (central idea).

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): "The Invention of Electricity" connects to Science and "The Founding Fathers" connects to Social Studies.

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, 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
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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 grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 3 — ELPS Accommodations by Proficiency

Every task in this module is open to English learners at all proficiency levels. Use these supports so students can write a broad Statement of Purpose.

Proficiency Level	Support
Beginning	Provide pre-sorted example cards (Broad / Specific) and have students point to the label before speaking.
Intermediate	Provide broad sentence frames: "People can ____." / "Strong leaders often ____." / "Important ideas can ____."
High Intermediate	Students explain why a statement is broad or specific using the frame: "This is broad because ____ / specific because it names ____."
Advanced / Advanced High	Students write two or three broad Statement of Purpose options for one thesis (central idea) and choose the strongest.

Built-In Sentence Frames

- Broad: "People can ____."
- Broad: "Important ideas can ____."
- Specific names an exact person, event, or detail (Franklin, the Founding Fathers, the lightning rod).

Language Domains

This module builds all four language domains as students learn to write a broad Statement of Purpose. 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 broad and specific statements read aloud and decide which is which before writing.
Speaking	Students say a broad opening idea aloud to a partner, using the sentence frames, before they write.
Reading	Students read example statements closely to notice what makes one broad and another specific.
Writing	Students write a broad Statement of Purpose that opens a topic and leads toward a more specific thesis (central idea).

Module 3 — Learning Destination

Where We Are Headed

By the end of this module, students can write a broad Statement of Purpose — the first sentence of the GET SET introduction — that opens the paper with a big-picture idea and leads naturally toward the thesis (central idea).

I Can Statements

- I can say what GET SET stands for (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)).
- I can tell a broad statement from a specific one.
- I can write a Statement of Purpose that sounds broad and global.
- I can keep exact passage details out of my opening sentence.
- I can pair a broad opening with a more specific thesis (central idea).

Why It Matters

A strong introduction opens the door to strong thinking. When students learn to begin broadly and then move with purpose, their writing sounds thoughtful before the reader even reaches the thesis (central idea).

Module 3 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart and sentence frames. You may provide a broad-sentence starter. You may not tell a student whether a statement is broad or specific, or write the opening for them. The student must still decide, and must still compose a broad Statement of Purpose in their own words.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the three parts of the GET SET introduction.	Supported. The teacher may keep the anchor chart visible.	The student lists Statement of Purpose, Evidentiary Transition, Thesis (Central Idea).
Inferential	Decide whether a statement is broad or specific and explain why.	Guided on Days 1 and 2, independent by Day 5.	The student sorts statements correctly and gives a reason.
Evaluative	Judge which broad opening leads best into a given thesis (central idea).	Partner discussion on Day 3, independent on Day 5.	The student chooses the strongest Statement of Purpose and explains the choice.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
The opening should name the topic right away.	A teacher may accept a specific first sentence.	Ask, "Is this broad enough to fit many essays, or does it name exact details too soon?"
Broad means vague.	A teacher may accept an empty or off-topic sentence.	Remind: broad still feels meaningful and purposeful, like a big idea or life lesson.
The Statement of Purpose and thesis (central idea) are the same.	A teacher may accept a repeated thesis (central idea) as the opening.	Show the difference: the opening is broad; the thesis (central idea) is the specific answer.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A good opening names Franklin or the Founding Fathers.	The student opens with an exact person or event.	Save the exact names for the thesis (central idea); open with a broad, big-picture idea.
Broad means "say very little."	The student writes something vague like "Things are important."	Push for meaning: a broad idea should still sound like a real lesson or truth.
The opening should answer the prompt.	The student answers the question in the first sentence.	Remind: the opening prepares the reader; the thesis (central idea) gives the answer.

Module 3 — Thinking Levels (Depth of Knowledge)

This module moves students from naming the parts of an introduction to creating an original broad Statement of Purpose. Plan questions and tasks across all four levels.

DOK Level	What Students Do	Example Task or Question
DOK 1 — Recall	Recall the GET SET parts and what "broad" and "specific" mean.	"What does GET SET stand for? What does broad mean?"
DOK 2 — Skill/Concept	Sort statements into broad and specific and explain the difference.	"Is this broad or specific? How do you know?"
DOK 3 — Strategic Thinking	Write a broad Statement of Purpose that opens a topic and leads to a thesis (central idea).	"Write a broad opening sentence for this prompt."
DOK 4 — Extended Thinking	Write several broad openings for one thesis (central idea) and justify which is strongest.	"Write three broad Statement of Purpose options and explain which leads best into the thesis (central idea)."

Teacher Script

"Writing a broad opening that still feels meaningful lives at DOK 3 and 4 — you are making real writer's choices about how to begin."

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
begin	To start something.	"A strong paper does not ____ with tiny details."
broad	Wide; covering a big idea.	"My statement of purpose sounds ____."
specific	Narrow; about exact details.	"The thesis (central idea) is more ____."
idea	A thought or plan in your mind.	"A broad opening shares a big ____."
purpose	The reason something is done.	"The statement of ____ opens the paper."
open	To begin or start up.	"The first sentence should ____ the topic broadly."
focus	The main thing you pay attention to.	"The thesis (central idea) brings the ____ to the exact answer."
start	The beginning.	"Do not ____ with exact evidence."
reason	Why something is true.	"The body paragraph begins with a ____."
lead	To guide toward something.	"The statement of purpose should ____ to the thesis (central idea)."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
introduction	The first paragraph that gets the reader ready.	"The ____ is called GET SET."
statement of purpose	The broad first sentence of the introduction.	"My ____ opens the paper with a big idea."
evidentiary transition	The bridge sentence that groups the support.	"The E in GET SET is the ____."
thesis (central idea)	The direct answer to the prompt.	"The ____ is more specific than the opening."
global	Feeling wide and big-picture.	"A broad statement sounds ____."
specific	About exact people, events, or details.	"A ____ sentence names Franklin or the Founding Fathers."
prompt	The question the writer must answer.	"The statement of purpose should not repeat the ____."
response	The written answer to the prompt.	"A strong ____ opens broadly."
infer	To figure out a bigger idea from clues.	"Broad thinking helps us ____ meaning."
significance	The bigger idea or takeaway.	"A statement of purpose can sound like ____."
broad idea	A wide, big-picture thought.	"The opening shares a ____."
lead-in	A sentence that guides into the next idea.	"The statement of purpose is a ____ to the thesis (central idea)."

Tier 3 Vocabulary

Teacher Script

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

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
inventor	in-VEN-ter	A person who makes something new.	"Franklin was an ____."
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.	"The ____ kept buildings safe."
electricity	ih-lek-TRIS-ih-tee	A form of energy that can appear as lightning.	"Franklin studied ____."
conduct	kun-DUKT	To carry or let something pass through.	"Metal can ____ electricity."
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.	"The ____ wanted freedom."
British rule	BRIT-ish rool	Control of the colonies by Britain.	"They responded to unfair ____."
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.	"They wrote the ____."
Constitution	kon-stih-TOO-shun	The plan for how the government works.	"The ____ explained the government."
freedoms	FREE-dumz	The rights people are free to have.	"Fair laws protect people's ____."
government	GUV-ern-munt	The group that makes and runs the laws.	"They built a fair ____."
leadership	LEE-der-ship	Guiding and helping others.	"Strong ____ helps communities."
communities	kuh-MYOO-nih-teez	Groups of people who live together.	"Their work helped whole ____."

Module 3 — Background Knowledge and Teacher Context

In Module 3, students learn the very first sentence of the introduction: the Statement of Purpose. The introduction is called GET SET — S (Statement of Purpose), E (Evidentiary Transition), T (Thesis (Central Idea) Statement) — and this module focuses only on the S. Using the same two informational passages, "The Invention of Electricity" and "The Founding Fathers," students learn to tell a broad opening from a specific one and to write a Statement of Purpose that opens the paper with a big, global idea before the thesis (central idea) narrows the focus.

The Statement of Purpose sounds broad, not narrow; it opens the topic with a big-picture idea; it avoids naming tiny details too soon; and it leads naturally toward the thesis (central idea). It should NOT repeat the prompt exactly, begin with details from the passage, mention exact text evidence, or sound too narrow.

Quick Teacher Reference for the Whole Cluster: ECR Parts

Introduction Paragraph: GET SET

The introduction has three sentences.

- S = Statement of Purpose
- E = Evidentiary Transition
- T = Thesis (Central Idea) Statement

This module focuses on the first sentence only: the Statement of Purpose.

What is a Statement of Purpose?

A statement of purpose is a broad opening sentence that introduces a big idea. It should feel global, meaningful, and wide enough that it could fit many essays.

It should:

- sound broad, not narrow
- open the topic with a big-picture idea
- avoid naming tiny details too soon
- lead naturally toward the thesis (central idea)

It should not:

- repeat the prompt exactly
- begin with details from the passage
- mention exact text evidence
- sound too narrow or overly specific

Thesis (Central Idea)

The thesis (central idea) is the direct answer to the prompt. For WHY prompts, the thesis (central idea) should be a complex sentence using a subordinating conjunction such as because or since. For HOW prompts, the thesis (central idea) is often a simple sentence using a preposition such as by or through.

Reason or Way

The reason or way sentence begins the body paragraph.

Evidence

The evidence gives quoted proof from the text.

Explanation

The explanation tells how the evidence proves the point.

Significance

The significance sentence is the final sentence in the body paragraph that gives the big picture, takeaway, or lesson learned.

Lesson Focus

This lesson is Cluster 4, Module 3. The focus is to teach students how to write the statement of purpose sentence that begins the introduction paragraph. Students will learn that:

- the introduction has three sentences,
- the first sentence is broad,
- the first sentence opens the paper with a global idea,
- and the first sentence is different from the thesis (central idea).

The introduction section will be called GET SET: S = Statement of Purpose, E = Evidentiary Transition, T = Thesis (Central Idea) Statement. This lesson will focus only on the S.

Module 3 — Materials and Module at a Glance

Materials Needed

This module is a hands-on sorting game about broad vs. specific openings, so gather the pieces first. Each student needs an interactive notebook and a pencil, plus blue and green crayons, markers, or colored pencils for the Statement of Purpose (blue) and Thesis (Central Idea) (green) flip-flap, and highlighters for the passages. For the "On Your Mark, Get SET, Sort" game, prepare a gameboard, a spinner, game pieces (students choose their own "Pencil Guy" marker), a timer, and the card sets — 24 sorting cards for broad vs. specific statements, statement of purpose cards, thesis (central idea) statement cards, and prompt cards. Have chart paper, anchor chart paper, and a whiteboard with markers for modeling, flip-flap notebook pieces, sticky notes, glue, and scissors, plus copies of both passages. A quick reference list follows.

Materials List

- copies of The Invention of Electricity
- copies of The Founding Fathers
- interactive notebooks
- pencils
- highlighters
- chart paper
- whiteboard and markers
- anchor chart paper
- timer
- scissors
- glue
- sticky notes
- 24 sorting cards for broad vs. specific statements
- spinner
- gameboard
- game pieces
- students should choose their "Pencil Guy" of choice as their game marker
- flip-flap notebook pieces
- blue crayons, markers, or colored pencils
- green crayons, markers, or colored pencils
- statement of purpose cards
- thesis (central idea) statement cards
- prompt cards

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	"On your mark, get SET" hook; learn broad vs. specific and the GET SET introduction, focusing on the Statement of Purpose.
Day 2	15	A — Attempt	On Your Mark, Get SET, Sort: a timed game sorting 24 statements into Broad and Specific.
Day 3	15	D — Discuss + U — Use	Discuss what makes a statement broad, then "Blue and Green: SET It Up" — a flip-flap sorting statement of purpose vs. thesis (central idea).
Day 4	15	A — Award + T — Target	Celebrate opening with purpose and set a next-step goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner what a Statement of Purpose is and how it differs from a thesis (central idea).

Module 3 — Tiny Times

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus: building a significance sentence with MICE. Use one whenever the class changes activities, when energy dips, or right before a new task.

The Cheese Stack

Teacher Script

"Tiny Time! Stack your hands like cheese slices — bottom hand is Evidence I Found, middle hand is Connection I Have, top hand is My Inference. Push your top hand up high and whisper one bigger idea that helps others."

Signal-Phrase Freeze

- Call a signal phrase — "Ultimately!" or "The big picture is!" — and students freeze, then whisper a bigger idea to a neighbor.
- Call "MICE!" and students say the whole chant: "My Inference = Connections I have + Evidence I have found."

Module 3 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.



Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 3 — Mentor Model

Teacher Script

"Watch how I open a paper with a broad Statement of Purpose. I begin wide — with a big idea that could fit many essays — and only then move toward the specific thesis (central idea)."

Part	Model	What It Does
Statement of Purpose (broad)	Important inventions can improve life by solving problems that affect many people.	Opens the paper with a big, global idea; no exact passage details.
Thesis (Central Idea) (specific)	Benjamin Franklin's invention was important because it protected buildings and made communities safer.	Gives the direct, specific answer to the prompt.

Teacher think-aloud: "Notice the first sentence is broad — it could open essays about many inventions. The second sentence names Franklin and the exact reason. The Statement of Purpose opens the door; the thesis (central idea) walks through it."

When you write your introduction, remember: begin broad with the Statement of Purpose, then narrow to the specific thesis (central idea).

Module 1 — TRACKS: Reading the Passages for Evidence

Before students write a significance sentence, they read each passage and TAP the TRACKS to find the six kinds of measurable evidence. The evidence students highlight becomes the proof that grounds their reason, explanation, and significance.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read each passage, we hunt for all six kinds of evidence and highlight each one in its TRACKS color across the whole passage. Once we have marked the TRACKS — especially the solution, reaction, and resolution — we have the evidence we need to build a strong significance sentence with MICE."

TRACKS in "The Invention of Electricity"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	during a thunderstorm; long ago
R	Reactions	This invention helped protect homes, barns, and churches
A	Actions	Benjamin Franklin studied electricity; he invented the lightning rod
C	Character, Concept, Creature	Benjamin Franklin; the lightning rod; electricity
K	Key Knowledge	lightning could cause dangerous fires
S	Scenery / Setting	homes, barns, and churches

TRACKS in "The Founding Fathers"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	long ago; in the early days of the country
R	Reactions	They wanted to create laws that were fair
A	Actions	met together to write the Constitution; responded to unfair rule
C	Character, Concept, Creature	the Founding Fathers; the Constitution; the government
K	Key Knowledge	protect the freedoms of the people
S	Scenery / Setting	the colonies; the new nation

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, 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 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 — The Invention of Electricity

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. As a child, he enjoyed reading, asking questions, and learning about the world around him. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] When Franklin was young, many people did not have the tools and technology that exist today. There were no computers, televisions, or electric lights. People often relied on candles and fireplaces for light. Travel and communication were much slower than they are now. Franklin spent time observing the world around him and wondering how problems could be solved. His curiosity helped him become one of the most well-known inventors in American history.

[3] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses, barns, or churches, it could start fires that spread quickly. Entire buildings could be destroyed in a short amount of time. People worried whenever storms rolled into their communities because they did not know how to protect their homes and businesses.

[4] Many people had incorrect ideas about electricity and lightning. Some believed lightning was impossible to control. Others thought there was nothing people could do to reduce the danger. Because scientists knew very little about electricity, many questions remained unanswered. Franklin wanted to learn more. Instead of accepting what others believed, he began studying the problem for himself.

[5] Franklin spent years learning about electricity. He read books, observed storms, and conducted experiments. He carefully recorded what he learned and looked for patterns. He wondered if lightning and electricity were connected. At the time, this idea seemed unusual to many people. However, Franklin believed that careful observation could help reveal the answer.

[6] One of the most famous stories about Benjamin Franklin involves a kite experiment. During a storm, Franklin flew a kite to study electricity. The experiment helped him gather evidence that lightning and electricity were related. Although the story is often remembered because of the kite, the experiment was only one part of Franklin's research. His discoveries came from years of study, observation, and problem solving.

[7] As Franklin learned more, he discovered that metal could conduct electricity. This discovery gave him an idea. He wondered if a metal object could guide lightning away from buildings and safely into the ground. If that happened, lightning might not cause fires or damage. Franklin decided to test his idea.

[8] The result was the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod connects to a wire that runs down the side of the structure and into the ground. When lightning strikes the rod, the electricity follows the wire into the ground instead of passing through the building. This reduces the chance of fires and serious damage.

[9] The lightning rod quickly became useful in many communities. Homes, barns,

churches, schools, and other buildings began adding lightning rods to their rooftops. People noticed that buildings with lightning rods were often safer during storms. As more communities used the invention, fewer buildings were damaged by lightning strikes.

[10] The invention also helped people feel more secure. Before lightning rods, storms could be frightening events. Families worried that a single lightning strike might destroy their homes. Farmers worried about their barns and animals. Church leaders worried about protecting important buildings in their communities. The lightning rod gave people a practical way to reduce those risks.

[11] Benjamin Franklin was not only interested in inventions. He also believed that knowledge should be shared. He wrote books, articles, and letters that explained his ideas. He wanted others to learn from his discoveries and continue exploring new ideas. Franklin believed that education could help people improve their lives and their communities.

[12] His work inspired many other inventors and scientists. When people saw how Franklin used science to solve real problems, they became interested in making discoveries of their own. New inventions and scientific breakthroughs followed. Each new discovery helped people understand the world a little better.

[13] Franklin's research also helped people understand electricity more clearly. Scientists continued studying electricity after Franklin's time. They discovered new ways to generate it, store it, and use it. Over many years, electricity became an important part of everyday life.

[14] Today, electricity powers homes, schools, hospitals, businesses, and factories. People use electricity when they turn on lights, charge devices, use computers, watch television, or keep food cold in refrigerators. Communities depend on electricity every day. Although Benjamin Franklin did not invent all of these modern technologies, his work helped scientists learn more about electricity and encouraged future discoveries.

[15] The story of Benjamin Franklin shows how one person's curiosity can make a difference. Franklin saw a problem and searched for a solution. He asked questions, tested ideas, and learned from his experiments. His work helped make communities safer and inspired others to continue exploring science.

[16] Benjamin Franklin's inventions and discoveries showed how creativity and knowledge can be used to solve real problems. The lightning rod protected buildings from damage and helped people feel safer during storms. More importantly, Franklin demonstrated the value of learning, experimenting, and sharing ideas. Today, he is remembered as a leader, inventor, and problem solver whose work continues to influence communities around the world.

Student Annotation Guide — The Invention of Electricity

T — Time

He was born in 1706 in Boston; When Franklin was young; During Franklin's time; Franklin spent years learning about electricity; At the time; As Franklin learned more; The lightning rod quickly became useful in many communities; Before lightning rods; after Franklin's time; Over many years; Today

R — Reactions

People worried whenever storms rolled into their communities; this idea seemed unusual to many people; storms could be frightening events; Families worried that a single lightning strike might destroy their homes; Farmers worried about their barns and animals; Church leaders worried about protecting important buildings in their communities; they became interested in making discoveries of their own; helped people feel safer during storms

A — Actions

who liked to solve problems in new ways; he enjoyed reading, asking questions, and learning about the world around him; he created many inventions and ideas that helped communities; Franklin spent time observing the world around him and wondering how problems could be solved; Franklin wanted to learn more; he began studying the problem for himself; He read books, observed storms, and conducted experiments; He carefully recorded what he learned and looked for patterns; He wondered if lightning and electricity were connected; Franklin flew a kite to study electricity; This discovery gave him an idea; He wondered if a metal object could guide lightning away from buildings and safely into the ground; Franklin decided to test his idea; Homes, barns, churches, schools, and other buildings began adding lightning rods to their rooftops; He wrote books, articles, and letters that explained his ideas; He wanted others to learn from his discoveries and continue exploring new ideas; His work inspired many other inventors and scientists; Scientists continued studying electricity; They discovered new ways to generate it, store it, and use it; People use electricity when they turn on lights, charge devices, use computers, watch television, or keep food cold in refrigerators; He asked questions, tested ideas, and learned from his experiments; inspired others to continue exploring science

C — Character/Concept/Creature

Benjamin Franklin was an inventor, writer, and leader; grew up curious about how things worked; Franklin believed that learning and experimenting could help improve people's lives; His curiosity helped him become one of the most well-known inventors in American history; One of Benjamin Franklin's most famous inventions was the lightning rod; Some believed lightning was impossible to control; Others thought there was nothing people could do to reduce the danger; Franklin believed that careful observation could help reveal the answer; The result was the lightning rod; A lightning rod is a metal rod placed on top of a building; Benjamin Franklin was not only interested in inventions; He also believed that knowledge should be shared; Franklin believed that education could help people improve their lives and their communities; Communities depend on electricity every day; The story of Benjamin Franklin shows how one person's curiosity can make a difference; Benjamin Franklin's inventions and discoveries showed how creativity and knowledge can be used to solve real problems; Franklin demonstrated the value of learning, experimenting, and sharing ideas; he is remembered as a leader, inventor, and problem solver

K — Key Knowledge

many people did not have the tools and technology that exist today; There were no computers, televisions, or electric lights; People often relied on candles and fireplaces for light; Travel and communication were much slower than they are now; lightning strikes often caused serious damage to buildings; When lightning hit houses, barns, or churches; it could start fires that spread quickly; Entire buildings could be destroyed in a short amount of time; they did not know how to protect their homes and businesses; Many people had incorrect ideas about electricity and lightning; scientists knew very little about electricity; many questions remained unanswered; One of the most famous stories about Benjamin Franklin involves a kite experiment; The experiment helped him gather evidence that lightning and electricity were related; the experiment was only one part of Franklin's research; His discoveries came from years of study, observation, and problem solving; he discovered that metal could conduct electricity; lightning might not cause fires or damage; The rod connects to a wire that runs down the side of the structure and into the ground; When lightning strikes the rod, the electricity follows the wire into the ground instead of passing through the building; This reduces the chance of fires and serious damage; People noticed that buildings with lightning rods were often safer during storms; fewer buildings were damaged by lightning strikes; The invention also helped people feel more secure; The lightning rod gave people a practical way to reduce those risks; New inventions and scientific breakthroughs followed; Each new discovery helped people understand the world a little better; electricity became an important part of everyday life; Benjamin Franklin did not invent all of these modern technologies; his work helped scientists learn more about electricity and encouraged future discoveries; Franklin saw a problem and searched for a solution; His work helped make communities safer; The lightning rod protected buildings from damage

S — Scenery/Setting

During a storm; Today, electricity powers homes, schools, hospitals, businesses, and factories; whose work continues to influence communities around the world

TRACKS EVIDENCE HIGHLIGHTING — The Invention of Electricity

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. As a child, he enjoyed reading, asking questions, and learning about the world around him. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] When Franklin was young, many people did not have the tools and technology that exist today. There were no computers, televisions, or electric lights. People often relied on candles and fireplaces for light. Travel and communication were much slower than they are now. Franklin spent time observing the world around him and wondering how problems could be solved. His curiosity helped him become one of the most well-known inventors in American history.

[3] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses, barns, or churches, it could start fires that spread quickly. Entire buildings could be destroyed in a short amount of time. People worried whenever storms rolled into their communities because they did not know how to protect their homes and businesses.

[4] Many people had incorrect ideas about electricity and lightning. Some believed lightning was impossible to control. Others thought there was nothing people could do to reduce the danger. Because scientists knew very little about electricity, many questions remained unanswered. Franklin wanted to learn more. Instead of accepting what others believed, he began studying the problem for himself.

[5] Franklin spent years learning about electricity. He read books, observed storms, and conducted experiments. He carefully recorded what he learned and looked for patterns. He wondered if lightning and electricity were connected. At the time, this idea seemed unusual to many people. However, Franklin believed that careful observation could help reveal the answer.

[6] One of the most famous stories about Benjamin Franklin involves a kite experiment. During a storm, Franklin flew a kite to study electricity. The experiment helped him gather evidence that lightning and electricity were related. Although the story is often remembered because of the kite, the experiment was only one part of Franklin's research. His discoveries came from years of study, observation, and problem solving.

[7] As Franklin learned more, he discovered that metal could conduct electricity. This discovery gave him an idea. He wondered if a metal object could guide lightning away from buildings and safely into the ground. If that happened, lightning might not cause fires or damage. Franklin decided to test his idea.

[8] The result was the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod connects to a wire that runs down the side of the structure and into the ground. When lightning strikes the rod, the electricity follows the wire into the ground instead of passing through the building. This reduces the chance of fires and serious damage.

[9] The lightning rod quickly became useful in many communities. Homes, barns,

churches, schools, and other buildings began adding lightning rods to their rooftops. People noticed that buildings with lightning rods were often safer during storms. As more communities used the invention, fewer buildings were damaged by lightning strikes.

[10] The invention also helped people feel more secure. Before lightning rods, storms could be frightening events. Families worried that a single lightning strike might destroy their homes. Farmers worried about their barns and animals. Church leaders worried about protecting important buildings in their communities. The lightning rod gave people a practical way to reduce those risks.

[11] Benjamin Franklin was not only interested in inventions. He also believed that knowledge should be shared. He wrote books, articles, and letters that explained his ideas. He wanted others to learn from his discoveries and continue exploring new ideas. Franklin believed that education could help people improve their lives and their communities.

[12] His work inspired many other inventors and scientists. When people saw how Franklin used science to solve real problems, they became interested in making discoveries of their own. New inventions and scientific breakthroughs followed. Each new discovery helped people understand the world a little better.

[13] Franklin's research also helped people understand electricity more clearly. Scientists continued studying electricity after Franklin's time. They discovered new ways to generate it, store it, and use it. Over many years, electricity became an important part of everyday life.

[14] Today, electricity powers homes, schools, hospitals, businesses, and factories. People use electricity when they turn on lights, charge devices, use computers, watch television, or keep food cold in refrigerators. Communities depend on electricity every day. Although Benjamin Franklin did not invent all of these modern technologies, his work helped scientists learn more about electricity and encouraged future discoveries.

[15] The story of Benjamin Franklin shows how one person's curiosity can make a difference. Franklin saw a problem and searched for a solution. He asked questions, tested ideas, and learned from his experiments. His work helped make communities safer and inspired others to continue exploring science.

[16] Benjamin Franklin's inventions and discoveries showed how creativity and knowledge can be used to solve real problems. The lightning rod protected buildings from damage and helped people feel safer during storms. More importantly, Franklin demonstrated the value of learning, experimenting, and sharing ideas. Today, he is remembered as a leader, inventor, and problem solver whose work continues to influence communities around the world.

PASSAGE 2 — The Founding Fathers

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that would shape the future of the country. Their ideas and actions helped create a new nation that would grow and change over time.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Great Britain made laws for the colonies and collected taxes from the people who lived there. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Colonists believed they should have a voice in decisions that affected their daily lives. They wanted leaders who would listen to their concerns and represent their interests.

[3] As more colonists became unhappy with British rule, they began discussing possible solutions. Some people wanted to remain connected to Great Britain, while others believed the colonies should become independent. These discussions were often difficult because people had different ideas about what should happen next. Even so, many leaders worked hard to find a path forward.

[4] Several important leaders emerged during this time. George Washington became known for his leadership and service. Thomas Jefferson was respected for his writing and ideas about freedom. Benjamin Franklin used his knowledge and experience to help the colonies. John Adams and James Madison also played important roles in guiding the colonies through challenging times. Although these leaders had different backgrounds, they shared a common goal of helping the colonies create a better future.

[5] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It listed reasons why many colonists believed British rule was unfair. The Declaration of Independence also stated that all people have certain rights, such as life, liberty, and the pursuit of happiness.

[6] The Declaration of Independence was an important step in the creation of the United States. It announced that the colonies wanted to govern themselves instead of being controlled by another country. Writing the document required careful thought. The authors wanted their message to be clear and convincing. They hoped people would understand why the colonies believed independence was necessary.

[7] After the Declaration of Independence was signed, the colonies still faced many challenges. Great Britain did not simply agree to let the colonies become independent. Instead, a war began. This conflict became known as the American Revolution. During the war, colonists fought for their freedom and their right to govern themselves.

[8] George Washington became the commander of the Continental Army. He led soldiers through difficult battles and challenging conditions. The war lasted for several years, and victory did not come easily. Soldiers often faced shortages of food, clothing, and supplies. Despite these hardships, many people remained committed to the goal of independence.

[9] Eventually, the colonies won the American Revolution. Winning the war gave the new

nation a chance to create its own government. However, independence brought new responsibilities. Leaders now had to decide how the country would be organized and governed. They wanted to create a government that would protect people's rights while also keeping order.

[10] At first, the new nation used a system of government that was not very strong. Leaders soon realized changes were needed. The country required a government that could solve problems, make laws, and help the states work together. To address these concerns, the Founding Fathers met to discuss possible solutions.

[11] In 1787, many of the nation's leaders gathered to write the Constitution. This document explained how the government of the United States would work. The Constitution created a framework for the country's government and described the responsibilities of different leaders. The Founding Fathers wanted to build a system that would be fair and effective.

[12] The Constitution established three branches of government. Each branch had different responsibilities. This system helped prevent any one person or group from gaining too much power. The Founding Fathers believed that sharing power among different branches would help protect freedom and fairness.

[13] The Constitution also explained how laws would be made and how leaders would be chosen. Citizens would have opportunities to participate in government through elections. This idea was important because many colonists had originally been upset about having little voice in government decisions. The new system gave people a greater role in shaping their nation.

[14] The Founding Fathers understood that no government is perfect. They spent many hours discussing ideas, debating issues, and making compromises. Sometimes they disagreed strongly with one another. Even so, they continued working together because they believed creating a successful nation was more important than winning arguments.

[15] Their willingness to cooperate helped them solve difficult problems. They listened to different viewpoints and searched for solutions that would benefit the country. This teamwork played an important role in the success of the new nation.

[16] The Founding Fathers showed leadership, courage, and determination as they helped form the United States. They faced uncertainty and risk, yet they continued working toward their goals. Their efforts helped create a government that has lasted for many years.

[17] Today, the influence of the Founding Fathers can still be seen throughout American government. The Declaration of Independence and the Constitution remain two of the most important documents in United States history. Students learn about these documents because they continue to shape the nation.

[18] Many of the rights and freedoms people enjoy today can be traced back to the ideas of the Founding Fathers. Their work helped establish principles such as representative government, individual rights, and the rule of law. These principles continue to guide the country.

[19] The story of the Founding Fathers reminds us that creating a nation requires

cooperation, leadership, and determination. Their ideas and hard work helped build the foundation of the United States. More than two hundred years later, their influence remains an important part of American life and government.

Student Annotation Guide — The Founding Fathers

T — Time

that would shape the future of the country; During the late 1700s; As more colonists became unhappy with British rule; In 1776; After the Declaration of Independence was signed; The war lasted for several years; Eventually; At first; In 1787; Today; More than two hundred years later

R — Reactions

Many colonists felt the British government was unfair; These discussions were often difficult; They hoped people would understand why the colonies believed independence was necessary; victory did not come easily; Despite these hardships, many people remained committed to the goal of independence; Sometimes they disagreed strongly with one another; They faced uncertainty and risk

A — Actions

These leaders worked together to make important decisions; Great Britain made laws for the colonies and collected taxes from the people who lived there; they began discussing possible solutions; many leaders worked hard to find a path forward; guiding the colonies through challenging times; some of these leaders helped write an important document called the Declaration of Independence; It announced that the colonies wanted to govern themselves instead of being controlled by another country; Writing the document required careful thought; The authors wanted their message to be clear and convincing; Instead, a war began; colonists fought for their freedom and their right to govern themselves; He led soldiers through difficult battles and challenging conditions; Winning the war gave the new nation a chance to create its own government; Leaders now had to decide how the country would be organized and governed; Leaders soon realized changes were needed; the Founding Fathers met to discuss possible solutions; many of the nation's leaders gathered to write the Constitution; Citizens would have opportunities to participate in government through elections; They spent many hours discussing ideas, debating issues, and making compromises; they continued working together; Their willingness to cooperate helped them solve difficult problems; They listened to different viewpoints and searched for solutions that would benefit the country; they continued working toward their goals; Students learn about these documents

C — Character/Concept/Creature

The Founding Fathers were a group of leaders who helped create the United States of America; They believed the American colonies should be free from British rule; wanted people to have a government that protected their rights; Colonists believed they should have a voice in decisions that affected their daily lives; They wanted leaders who would listen to their concerns and represent their interests; Some people wanted to remain connected to Great Britain; others believed the colonies should become independent; Several important leaders emerged during this time; George Washington became known for his leadership and service; Thomas Jefferson was respected for his writing and ideas about freedom; Benjamin Franklin used his knowledge and experience to help the colonies; John Adams and James Madison also played important roles; they shared a common goal of helping the colonies create a better future; The Declaration of Independence also stated that all people have certain rights; Great Britain did not simply agree to let the colonies become independent; This conflict became known as the American Revolution; George Washington became the commander of the Continental Army; They wanted to create a government that would protect people's rights while also keeping order; The country required a government that could solve problems, make laws, and help the states work together; The Founding Fathers wanted to build a system that would be fair and effective; The Constitution established three branches of government; The Founding Fathers believed that sharing power among different branches would help protect freedom and fairness; This idea was important because many colonists had originally been upset about having little voice in government decisions; The Founding Fathers understood that no government is perfect; they believed creating a successful nation was more important than winning arguments; The Founding Fathers showed leadership, courage, and determination; The Declaration of Independence and the Constitution remain two of the most important documents in United States history; Their work helped establish principles such as representative government, individual rights, and the rule of law; The story of the Founding Fathers reminds us that creating a nation requires cooperation, leadership, and determination

K — Key Knowledge

Their ideas and actions helped create a new nation that would grow and change over time; it made laws and taxes without asking the colonists for their opinions; people had different ideas about what should happen next; This document explained why the colonies wanted to become a free nation; It listed reasons why many colonists believed British rule was unfair; such as life, liberty, and the pursuit of happiness; The Declaration of Independence was an important step in the creation of the United States; the colonies still faced many challenges; Soldiers often faced shortages of food, clothing, and supplies; the colonies won the American Revolution; independence brought new responsibilities; the new nation used a system of government that was not very strong; This document explained how the government of the United States would work; The Constitution created a framework for the country's government and described the responsibilities of different leaders; Each branch had different responsibilities; This system helped prevent any one person or group from gaining too much power; The Constitution also explained how laws would be made and how leaders would be chosen; The new system gave people a greater role in shaping their nation; This teamwork played an important role in the success of the new nation; Their efforts helped create a government that has lasted for many years; the influence of the Founding Fathers can still be seen throughout American government; they continue to shape the nation; Many of the rights and freedoms people enjoy today can be traced back to the ideas of the Founding Fathers; These principles continue to guide the country; Their ideas and hard work helped build the foundation of the United States; their influence remains an important part of American life and government

S — Scenery/Setting

the American colonies were controlled by Great Britain

TRACKS EVIDENCE HIGHLIGHTING — The Founding Fathers

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that would shape the future of the country. Their ideas and actions helped create a new nation that would grow and change over time.

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nation a chance to create its own government. However, independence brought new responsibilities. Leaders now had to decide how the country would be organized and governed. They wanted to create a government that would protect people's rights while also keeping order.

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cooperation, leadership, and determination. Their ideas and hard work helped build the foundation of the United States. More than two hundred years later, their influence remains an important part of American life and government.

🕒 Day 1 - Gather and Reveal (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

*"Class, today we are going to think like runners.
 When runners begin a race, they do not just appear at the finish line.
 They hear something important first.
 'On your mark...'
 Then they prepare.
 'Get set...'
 And only then are they ready to go.
 Writing introductions works the same way.
 You do not start your paper by racing straight into every detail.
 You get set first.
 You open the door.
 You prepare the reader.
 You give the writing a strong beginning.
 Today, we are learning the very first sentence of the introduction.
 That first sentence is called the statement of purpose.
 It is broad.
 It is meaningful.
 It sounds like a big idea.
 It helps your reader get set for what is coming next."*

★ Daily Deck Slide

On your mark. Get SET. Go write.

Teacher Script

"When we say statement of purpose, we mean a sentence that opens the paper with a broad thought.

It is not tiny.

It is not trapped inside one detail.

It feels wide.

It feels important.

It feels like the kind of sentence that could lead into many powerful essays.

Today, your job is to learn how to tell the difference between a broad beginning and a specific beginning.

And then you will write strong statement of purpose sentences of your own."

REVEAL

Teacher Script

"Before we write a statement of purpose, we need to understand the difference between a broad statement and a specific statement."

★ Daily Deck Slide

Broad = wide, global, big picture. Specific = narrow, exact, focused on details.

Teacher Script

"A broad statement opens up thinking.

A specific statement narrows the thinking down.

In an introduction, the first sentence should be broad.

The thesis (central idea), which comes later, is more specific."

Anchor Chart: Broad vs. Specific

Write on anchor chart:

Broad Statements

- sound global
- express a big idea
- can fit many topics
- do not mention exact passage details
- feel like a lesson, truth, or takeaway

Specific Statements

- mention exact people, events, or inventions
- connect directly to the essay prompt
- focus on the exact topic being discussed
- sound narrower and more precise

Let me show you the difference.

Teacher Modeling: Broad vs. Specific

Example Set 1

- Broad: People can solve serious problems when they use thoughtful ideas and strong action.
- Specific: Benjamin Franklin helped protect buildings by inventing the lightning rod.

Teacher Script

"The first sentence is broad. It could fit many essays about problem-solving, leadership, or invention.

The second sentence is specific. It names Benjamin Franklin and tells exactly what he did."

Example Set 2

- Broad: Strong leaders help others by responding to unfairness with courage and planning.
- Specific: The Founding Fathers responded to unfair British rule by writing important documents and creating a new government.

Teacher Script

*"The first one feels wide. The second one feels exact.
That is the difference we must notice."*

Introduce GET SET

★ Daily Deck Slide

— Introduction = GET SET: S Statement of Purpose / E Evidentiary Transition / T Thesis (Central Idea) Statement.

🔊 Teacher Script

*"This module only focuses on the first sentence, the S.
The statement of purpose should sound broad enough that it could apply to many essays.
It should not mention the exact quote, the exact evidence, or every passage detail.
It opens the paper in a big-picture way."*

Examples of Statement of Purpose Sentences

For Franklin-style essays

- Creative thinkers often improve life by solving problems that affect many people.
- Important inventions can change the way communities live and stay safe.
- Curiosity and problem-solving can lead to solutions that help others.

For Founding Fathers-style essays

- Strong leaders often respond to problems by working toward fairness and change.
- People can build better futures when they act with courage and purpose.
- Fair systems are often created by those willing to solve difficult problems.

For paired-passage essays

- Solutions that help others often begin with thoughtful action and determined leadership.
- Big changes can happen when people respond to problems with ideas that protect others.
- History shows that problem-solvers and leaders can improve life for entire communities.

Examples of Thesis (Central Idea) Statements for Comparison

- Benjamin Franklin's invention was important because it protected buildings and made communities safer.
- The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.
- Benjamin Franklin and the Founding Fathers improved life for others through solutions that protected communities.

 Teacher Script

*“Do you hear the difference?
The statement of purpose is broad.
The thesis (central idea) is specific.
The statement of purpose opens the door.
The thesis (central idea) walks through it.”*

 Daily Deck Slide

On your mark. Get SET. The Statement of Purpose (S) is the broad first sentence that opens the paper — big-picture, not the specific thesis (central idea).

Essential Question

How can a writer open an introduction with a broad statement of purpose that prepares the reader and leads toward the thesis (central idea)?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Game Title: On Your Mark, Get SET, Sort

Purpose

Students will practice telling the difference between broad statements and specific statements. This is a timed sorting game because writers need to get set quickly and clearly before they begin writing.

Game Setup

Students work in pairs or small groups. Each group receives:

- 24 statement cards
- 1 spinner
- 1 gameboard
- Pencil Guy markers
- two sorting spaces labeled: Broad / Specific

The gameboard should move through these spaces: Starting Blocks -> Warm-Up Lane -> Sort Station -> Ready Row -> SET Circle

Students place their Pencil Guy at Starting Blocks.

Spinner Labels

- Sort 2
- Sort 3
- Explain It
- Speed Round
- Check the Card
- Move Ahead

Teacher Script for Directions

Teacher Script

"Today you are going to play On Your Mark, Get SET, Sort. You will sort statements into two groups: broad or specific. You are racing to get set for writing. When the timer begins, you and your team will sort the cards as quickly and accurately as you can. But speed is not enough. You must also be able to explain why each card belongs where it belongs. If your team sorts correctly and explains well, your Pencil Guy gets to move forward."

How to Play

1. Students place their Pencil Guy at Starting Blocks.
2. The teacher sets the timer for 1 minute for each sorting round.
3. One player spins.
4. The spinner tells how many cards the group must sort or what extra action they must complete.
5. Students place cards under Broad or Specific.
6. When the timer ends, the teacher or another group checks the answers.
7. For every correct sort, the group earns 1 point.
8. If the group correctly explains two of their choices, they move their Pencil Guy forward 2 spaces.
9. First team to reach SET Circle wins.

24 Sorting Cards

12 Broad Statement Cards

- People can solve difficult problems when they think carefully and act with purpose.
- Strong leadership can help communities grow safer and fairer.
- Important ideas often begin with curiosity and determination.
- Fair solutions can improve life for many people.

- Problem-solvers can create changes that last beyond their own time.
- Communities benefit when leaders respond wisely to challenges.
- Big problems often require thoughtful solutions.
- Courage and planning can help people build a better future.
- Useful ideas can protect others and improve daily life.
- People who respond to unfairness can create lasting change.
- Creative thinking can lead to solutions that help many people.
- The actions of strong leaders and inventors can make a lasting difference.

12 Specific Statement Cards

- Benjamin Franklin invented the lightning rod to protect buildings from lightning.
- The Founding Fathers wrote the Constitution to explain how the government would work.
- Franklin discovered that metal could conduct electricity.
- The Founding Fathers wanted laws that were fair and protected freedoms.
- Benjamin Franklin helped make communities safer with his inventions.
- Some leaders wrote the Declaration of Independence in 1776.
- The lightning rod guided electricity safely into the ground.
- The American colonies wanted to be free from British rule.
- Franklin studied electricity to solve the problem of lightning damage.
- George Washington, Thomas Jefferson, and others helped solve the colonies' problems.
- Buildings began adding lightning rods to their rooftops.
- The Founding Fathers worked together to form a new nation.

Answer Key

- Broad: All 12 broad statement cards above
- Specific: All 12 specific statement cards above

Teacher Follow-Up Script

Teacher Script

*"If a sentence mentions exact people, exact inventions, exact documents, or exact events from the passages, it is usually specific.
If a sentence sounds like a life lesson, a truth, or a big idea that could fit many essays, it is usually broad."*

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS



Teacher Script

"Let's talk about what helped you notice the difference."

Discussion Questions

- What made a broad statement sound broad?
- What made a specific statement sound specific?
- Why should a statement of purpose be broad?
- Why should the statement of purpose not sound exactly like the thesis (central idea)?
- How does a broad opening help prepare the reader?

Possible Student Responses

- "Broad statements sounded like big ideas."
- "Specific statements named Franklin or the Founding Fathers."
- "The first sentence should open the topic, not answer it fully."
- "The thesis (central idea) is more exact."
- "A broad opening helps the reader get ready for the topic."

Possible Teacher Responses

- "Yes. Broad statements sound like they could belong in many essays."
- "Exactly. Specific statements zoom in on the exact topic."
- "That is strong thinking. The statement of purpose starts wide, and the thesis (central idea) narrows the focus."
- "Very good. The reader needs a smooth opening, not a jump straight into details."

Possible Student Questions

- "Can a broad statement mention the topic a little?"
- "What if my broad statement sounds too general?"
- "Can a statement of purpose sound like significance?"

Possible Teacher Responses

- "It can connect to the topic's big idea, but it should not name the exact passage details too soon."
- "Yes, broad is good, but it should still feel meaningful and purposeful."
- "Yes. A strong statement of purpose and a strong significance sentence can sound alike because both often have a broad, global feeling."

USE (Independent Practice) — Interactive Notebook Activity: Blue and Green: SET It Up

Purpose

Students will now practice with the two introduction sentences they know so far: S = Statement of Purpose, T = Thesis (Central Idea) Statement. Students will sort sentence cards into a flip-flap: Blue flap = Statement of Purpose, Green flap = Thesis (Central Idea) Statement. The green flap represents thesis (central idea) because after the thesis (central idea), students are ready to go on to their reasons.

Teacher Script

"Now you are going to use this information again in a different way.

You already sorted broad and specific statements.

Now you will sort actual introduction sentences into two groups: statement of purpose or thesis (central idea).

Your blue flap will hold the statement of purpose because it opens the paper calmly and broadly.

Your green flap will hold the thesis (central idea) because once you get to the thesis (central idea), you are ready to go on to your reasons."

Flip-Flap Setup

Students create two flaps in their interactive notebooks. Label: Blue = Statement of Purpose, Green = Thesis (Central Idea) Statement.

Student Directions

1. Read each sentence card carefully.
2. Decide whether it is a broad opening or a specific answer.
3. Place it under the correct flap.
4. After sorting, choose one blue card and one green card that match the same topic.
5. Copy the matching pair into your notebook as the first two sentences you have so far for an introduction.

Sentence Cards for Flip-Flap Sorting

Statement of Purpose Cards (Blue)

- Creative thinkers often solve problems in ways that help many people.
- Strong leaders can respond to unfairness by working toward better solutions.
- Important ideas can improve communities and protect others.
- People can create lasting change when they act with courage and purpose.
- Fair solutions often begin with thoughtful planning and strong action.
- Inventions and leadership can both make life better for others.

Thesis (Central Idea) Statement Cards (Green)

- Benjamin Franklin's invention was important because it protected buildings and made communities safer.
- The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.
- Benjamin Franklin's ideas were important because they solved a real problem and improved community safety.
- The Founding Fathers' leadership was important because it helped the colonies move toward freedom and fair laws.
- Benjamin Franklin and the Founding Fathers were important because their actions helped protect and improve life for others.
- The solutions in both passages mattered because they helped communities become safer and stronger.

Answer Key

- Blue Flap = Statement of Purpose: All 6 blue cards above
- Green Flap = Thesis (Central Idea) Statement: All 6 green cards above

Matching Pair Examples

- Franklin Match — Statement of Purpose: Creative thinkers often solve problems in ways that help many people. Thesis (Central Idea): Benjamin Franklin's invention was important because it protected buildings and made communities safer.
- Founding Fathers Match — Statement of Purpose: Strong leaders can respond to unfairness by working toward better solutions. Thesis (Central Idea): The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.
- Paired Passage Match — Statement of Purpose: Inventions and leadership can both make life better for others. Thesis (Central Idea): Benjamin Franklin and the Founding Fathers were important because their actions helped protect and improve life for others.

Independent Writing Extension

After sorting, students write two introduction sentences for one prompt.

Prompt Choices:

- Explain why Benjamin Franklin's invention was important.
- Explain why the Founding Fathers' work mattered.
- Explain why Benjamin Franklin and the Founding Fathers were important.

Sample Answer Key:

- Prompt 1 — Statement of Purpose: Creative thinkers often solve problems in ways that help many people. Thesis (Central Idea): Benjamin Franklin's invention was important because it protected buildings and made communities safer.

- Prompt 2 — Statement of Purpose: Strong leaders can respond to unfairness by working toward better solutions. Thesis (Central Idea): The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.
- Prompt 3 — Statement of Purpose: Inventions and leadership can both make life better for others. Thesis (Central Idea): Benjamin Franklin and the Founding Fathers were important because their actions helped protect and improve life for others.

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures

AWARD

Teacher Script

*"Today, you learned how to get set before you go.
You learned that strong introductions do not begin in a rushed or tiny way.
They begin with purpose.
They begin broadly.
They prepare the reader.
And then they move toward the thesis (central idea).
That is strong writing."*

Recognition Ideas

- students color a small starting flag beside their best statement of purpose
- students star the broad sentence they are most proud of
- students circle the word or phrase in their statement of purpose that makes it sound global

Teacher awards titles such as:

- SET Starter
- Broad Beginning Builder
- Introduction Opener
- Purpose Pro
- Ready, Set, Writer

Quick Class Celebration

Teacher Script

"What comes first in GET SET?" (Students: "Statement of Purpose!")
"Should it sound broad or specific?" (Students: "Broad!")
"Why?" (Students: "Because it opens the paper!")"

TARGET

Teacher Script

*"Writers grow stronger when they notice how their beginning sounds.
 Now think about your own opening sentence."*

Reflection Questions

- Did my statement of purpose sound broad?
- Did it avoid exact passage details?
- Did it lead naturally toward the thesis (central idea)?
- Could it fit more than one essay topic?
- Did my thesis (central idea) sound more specific than my statement of purpose?

Curiosity Questions

- Why do readers need a broad opening before the thesis (central idea)?
- What happens if the first sentence is too specific?
- How can a broad statement still feel strong and meaningful?
- Why do strong openings often sound like big ideas or life lessons?
- How can an introduction prepare the reader without giving everything away at once?

Goal Stems

- One HABIT I want to keep using is...
- Next time I want my opening sentence to sound more...
- I still need practice with...
- One thing I noticed about strong introductions is...

Daily Deck Slide

Get SET: open broad with the Statement of Purpose, then narrow to the specific thesis (central idea).

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

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN



Teacher Script

"Now turn and teach someone else how to get SET. Explain what a statement of purpose is and how it is different from a thesis (central idea)."

Turn and Teach Sentence Frames

- "A statement of purpose is..."
- "It should sound broad because..."
- "A thesis (central idea) is different because..."
- "One example of a broad sentence is..."
- "One example of a thesis (central idea) is..."

Teacher Listen-Fors

Students should explain:

- that the statement of purpose is the first sentence of the introduction
- that it sounds broad and global
- that it should not mention exact passage details too soon
- that the thesis (central idea) is more specific and directly answers the prompt

 Daily Deck Slide

Teach it to prove it: the Statement of Purpose opens broad; the thesis (central idea) narrows to answer the prompt.

Closing Teacher Script **Teacher Script**

*"Today, you learned that introductions do not begin small.
They begin with purpose.
You learned how to open a paper with a broad statement that prepares the reader.
You learned that the first sentence and the thesis (central idea) do different jobs.
And that means you are getting SET to write stronger introductions."*

Final Class Phrase **Teacher Script**

*"On your mark..." (Students: "Get SET!")
"What comes first?" (Students: "Statement of Purpose!")
"Broad or specific?" (Students: "Broad!")"*

Module 3 — Exemplar Responses

Use these exemplars to calibrate a strong Statement of Purpose — the broad first sentence of the introduction. Prompt: Explain why Benjamin Franklin's invention was important. (The matching specific thesis (central idea) is shown for comparison: "Benjamin Franklin's invention was important because it protected buildings and made communities safer.")

High Exemplar (Green)

Statement of Purpose: Important inventions can improve life by solving problems that affect many people.

Why this is a High response: it sounds broad and global, opens the topic with a big-picture idea, does not name Franklin or the lightning rod or any exact passage detail, and leads naturally toward the specific thesis (central idea). It could fit many essays about invention and problem-solving.

Medium Exemplar (Yellow)

Statement of Purpose: Benjamin Franklin was a smart inventor who did important things.

What this response needs to improve: it names Benjamin Franklin (an exact detail) and starts to answer the prompt, so it sounds specific rather than broad. It needs to open with a wider, big-picture idea and save the exact person for the thesis (central idea).

Low Exemplar (Red)

Statement of Purpose: Benjamin Franklin invented the lightning rod to protect buildings from lightning.

What this response needs to improve: this is actually a specific sentence (it names Franklin, the lightning rod, and the exact action) — it belongs later, not as the opening. A Statement of Purpose should be broad, open the topic with a big idea, and avoid exact passage details.

Module 3 — Assessment

Formative Assessment

Throughout the week, check whether students can write a significance sentence that goes beyond the text using MICE. Look for: a signal phrase, an idea that grows out of the evidence, and a connection to others (not just the writer).

Independent Task

Give students a reason, evidence, and explanation for one of the passages ("The Invention of Electricity" or "The Founding Fathers"). Students write the fourth sentence — the significance sentence — on their own.

Score for:

- uses a signal phrase (Ultimately, / The big picture is, / From this we can learn that,)
- goes beyond the text to a bigger idea
- grows out of the reason and evidence (does not wander off-topic)
- connects the learning to others

Teacher Note: For the independent task, make sure students are stretching to significance — going beyond the text — rather than repeating the explanation, before moving to longer responses in later modules.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can explain what a Statement of Purpose is and how it differs from a thesis (central idea).
- Visual/Physical — Attempt — Sort It: Students sort statement cards into two piles: "Broad" and "Specific."
- Written — Discuss/Use — One-Sentence Summary: Students write one broad Statement of Purpose that opens a topic without naming exact passage details.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 3 — Intervention Activity: Broad or Narrow?

Field	Detail
Purpose	To support students who need extra practice telling the difference between broad statement of purpose sentences and specific thesis (central idea) statements.
Relevant TEKS Breakout	12B(i) compose informational texts...using a clear central idea; 11B(i) organizing with purposeful structure, including an introduction
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to explain with detail



Teacher Script

"We are going to slow this down and make the difference even clearer."

Small Group Steps

1. Teacher gives students sentence strips.
2. Students read one strip at a time aloud.
3. Students hold up one finger for broad and two fingers for specific.
4. Teacher discusses each answer.
5. Students rewrite one specific sentence into a broader statement of purpose.

Intervention Practice Example

Given Specific Sentence: Benjamin Franklin invented the lightning rod to protect buildings.
Teacher Question: "How could we turn this into a broad statement of purpose?" Possible Answers:

- Important inventions can protect people and places from danger.
- Creative ideas can solve problems that affect many people.
- Problem-solvers can improve safety through useful inventions.

More Intervention Practice

Given Specific Sentence: The Founding Fathers wrote the Constitution. Possible Broad Rewrites:

- Strong leaders can build better futures through planning and action.
- Fair systems often begin with people who are willing to solve hard problems.
- Communities grow stronger when leaders create clear and fair solutions.

Sentence Frames

- Broad: People can...
- Broad: Strong leaders often...
- Broad: Important ideas can...
- Specific: Benjamin Franklin...
- Specific: The Founding Fathers...
- Specific: The text shows...

Module 3 — Embedded Formative Checks

Quick, in-the-moment checks woven into the lesson. Each row: the prompt, what mastery looks like, the warning sign, and how to respond.

Embedded Check	Looks Like Mastery	Warning Sign	Quick Response
Ask what GET SET stands for.	Students say Statement of Purpose, Evidentiary Transition, Thesis (Central Idea).	Students cannot name the parts.	Re-anchor with the GET SET chart.
Hold up a statement; ask broad or specific.	Students decide correctly and explain why.	Students guess without a reason.	Anchor: broad fits many essays; specific names exact details.
Ask students to open a topic broadly.	Students give a big-picture sentence with no exact names.	Students name Franklin or the Founding Fathers.	Save the exact names for the thesis (central idea); open wide.
Ask how the opening differs from the thesis (central idea).	Students say the opening is broad and the thesis (central idea) is the specific answer.	Students repeat the thesis (central idea) as the opening.	Model both sentences side by side.

Module 3 — Enrichment Activity: Set the Stage

Field	Detail
Purpose	To challenge students who are ready to think at a higher level by creating multiple statement of purpose sentences for the same thesis (central idea) and deciding which opening is strongest.
Relevant TEKS Breakout	12B(ii) compose informational texts...using genre characteristics; 12B(iii) using craft
Relevant ELPS	4(D)(i)-(iii) sentence types and connecting words; 4(F)(i) write to explain with detail

Teacher Script

*"You are ready to go beyond sorting.
You are now going to create different ways to open the same paper.
That means you will think like a real writer making choices."*

Student Task

1. Choose one thesis (central idea).
2. Write three different statement of purpose sentences that could lead into it.
3. Make each one broad.
4. Decide which one is strongest and explain why.

Example Enrichment Set

Thesis (Central Idea): The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.

Possible Statement of Purpose Options:

- Strong leaders can respond to problems by creating fair solutions for others.
- Communities often improve when people work together to solve unfairness.
- Lasting change can happen when courageous people act with purpose and determination.

Student Reflection: "The strongest statement of purpose is number 1 because it leads clearly into the thesis (central idea) while still sounding broad."

Advanced Extension

Students create a full two-sentence opening for each of these prompts:

- Explain why Benjamin Franklin's invention was important.
- Explain why the Founding Fathers' work mattered.
- Explain why Benjamin Franklin and the Founding Fathers were important.

Students must:

- write one broad statement of purpose
- write one specific thesis (central idea)
- underline what makes the first broad
- circle what makes the second specific

Module 3 — Writing Opportunities

Ways to give students authentic practice writing a broad Statement of Purpose across the week.

Quick Writes

- Give a thesis (central idea); students write only the broad Statement of Purpose that could open it.
- Students rewrite a specific sentence into a broad Statement of Purpose.

Building Toward the Introduction

- Students write the first two sentences of an introduction: a broad Statement of Purpose and a specific thesis (central idea).
- Students choose one prompt for each passage ("The Invention of Electricity" and "The Founding Fathers") and write a broad opening for each.

Stretch

- Students write three different broad openings for the same thesis (central idea) and explain which leads best into it.
- Students draft a broad opening for a paired-passage prompt that could introduce ideas from both texts.

Connection to the ECR

Every Statement of Purpose students draft here becomes the opening sentence (the S in GET SET) of their extended constructed response — the sentence that prepares the reader before the thesis (central idea).

Module 3 — Auditory Engagement

Give every learner a chance to HEAR and SAY the thinking, not only read it. These moments are built around this module's work — writing a broad Statement of Purpose:

- Choral-read a broad opening aloud ("Important inventions can improve life by solving problems that affect many people"); students signal thumbs-up when they hear a big, global idea.
- "Broad or specific?" call-and-response: teacher reads a sentence, students call out "Broad!" or "Specific!" and say one reason.
- Say it wide: partners turn a specific sentence into a broad opening out loud before writing it.
- Echo the routine: "On your mark... Get SET... What comes first? Statement of Purpose! Broad or specific? Broad!"

Module 3 — Pause Points

Built-in moments to stop, think, and self-check while writing the Statement of Purpose.

|| Pause Point 1 — Before Writing the Opening

Stop and think: Am I about to open broad or specific? The first sentence should be a big-picture idea, not an exact detail from the passage.

|| Pause Point 2 — After Writing the Opening

Stop and think: Does my Statement of Purpose sound broad and global? Could it fit more than one essay? Did I keep exact names and quotes out of it?

|| Pause Point 3 — Before the Thesis (Central Idea)

Stop and think: Does my broad opening lead naturally into a more specific thesis (central idea)? The opening prepares the reader; the thesis (central idea) gives the answer.

Module 3 — At-Home Practice

Task Card 1 — Broad or Specific?

Say a few sentences to your child (some broad, some specific). Have them hold up one finger for broad and two for specific. Example broad: "People can solve problems with good ideas." Example specific: "Benjamin Franklin invented the lightning rod."



Task Card 2 — Open It Broadly

TEKS 12B(i). Pick a topic and have your child open it with a broad Statement of Purpose — a big idea that could fit many essays — starting with "People can...", "Strong leaders often...", or "Important ideas can..."



Task Card 3 — Broaden a Specific Sentence

Give your child a specific sentence (like "The Founding Fathers wrote the Constitution") and challenge them to rewrite it as a broad opening (like "Strong leaders can build better futures through planning and action").



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 so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you practice writing a broad Statement of Purpose using both the Electricity and Founding Fathers passages, 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 set	I can do it
Say what GET SET stands for (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)).			
Tell a broad statement from a specific one.			
Write a Statement of Purpose that sounds broad and global.			
Keep exact passage details out of my opening sentence.			
Pair a broad opening with a more specific thesis (central idea).			

One thing I am proud of:

One thing I want to get better at:

Module 3 — Closure and Teacher Reference

Teacher Script

"Today, you learned that introductions do not begin small. They begin with purpose. You learned how to open a paper with a broad statement that prepares the reader, and that the first sentence and the thesis (central idea) do different jobs. That means you are getting SET to write stronger introductions."

Sample Prompt and Response Set

Prompt: Explain why Benjamin Franklin's invention was important.

- Statement of Purpose: Important inventions can improve life by solving problems that affect many people.
- Thesis (Central Idea): Benjamin Franklin's invention was important because it protected buildings and made communities safer.

Prompt: Explain why the Founding Fathers' work mattered.

- Statement of Purpose: Strong leaders can help others by responding to unfairness with action and purpose.
- Thesis (Central Idea): The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.

Prompt: Explain why Benjamin Franklin and the Founding Fathers were important.

- Statement of Purpose: People can improve life for others when they use ideas, courage, and action to solve problems.
- Thesis (Central Idea): Benjamin Franklin and the Founding Fathers were important because their actions helped protect and improve life for others.

Exit Reflection Question

Students write in their notebook: "The most important thing I learned about the Statement of Purpose is..." Possible student responses: "It is the broad first sentence of the introduction," "It opens the paper with a big idea," "It is different from the thesis (central idea) because the thesis (central idea) is specific."

Teacher Closing for Discussion

 Teacher Script

"The Statement of Purpose opens the door; the thesis (central idea) walks through it. A broad opening prepares the reader before the specific answer arrives."

Final Class Phrase — Teacher: "On your mark..." Students: "Get SET!" Teacher: "What comes first?" Students: "Statement of Purpose!" Teacher: "Broad or specific?" Students: "Broad!"

m3-virtual-adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to remote or computer-based learners? Keep every activity — just adjust HOW students sort and share as they learn the Statement of Purpose:

- Display the Broad vs. Specific anchor chart on screen and reveal statements one at a time; students type "Broad" or "Specific" in the chat with a reason.
- Recreate the sort digitally: two columns (Broad / Specific) in a shared doc that students drag statements into.
- Build the Blue/Green flip-flap in a shared doc: a blue box for the Statement of Purpose and a green box for the thesis (central idea); students match a pair.
- Keep the broad sentence frames on screen ("People can...", "Strong leaders often...", "Important ideas can...") for students to type an opening.
- Screen-share one broad opening and one specific thesis (central idea) and have the class point out what makes each what it is.

M O D U L E

4

**The Yellow Sentence —
Evidentiary Transition**

**Week 4 • Very High Stamina • Learning the middle sentence of
the introduction — the**

Module 4: The Yellow Sentence — Evidentiary Transition

Week 4 - Very High Stamina - Learning the middle sentence of the introduction — the yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea).

Focus

Writing Focus: The Yellow Sentence — Evidentiary Transition Reading Focus: Solution, Reaction, and Resolution

This module follows the GRADUATE Infinity Lesson Cycle.

Teacher Inspiration

Teacher Script

“A strong writer does not jump from a broad opening straight into an answer. A strong writer builds a bridge. When students learn how to move smoothly from big ideas to specific claims, their introductions begin to sound polished, purposeful, and powerful.”

Module Essential Question

How can a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support?

Module 4 — Family Communication

Quick Note Home

This week, your child is learning the yellow Evidentiary Transition — the middle sentence of the introduction. In the GET SET introduction (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)), the yellow sentence bridges the broad opening and the specific thesis (central idea) by grouping the support together instead of listing every part. Our passages are "The Invention of Electricity" and "The Founding Fathers."

Table: Listing vs. Grouping

At School	At Home
Students write a yellow sentence that groups the support collectively.	Ask, "Can you say that as one grouped idea instead of a list?"
Students tell a clunky list from a smooth bridge.	Practice grouping phrases: "the details in the passage," "the actions taken."
Students build a full three-color introduction (blue, yellow, green).	Talk about how a smooth middle sentence makes writing flow.

Conversation Starters

- What is the yellow Evidentiary Transition, and what does it do?
- Is this sentence a list or a grouped idea?
- How can you group support instead of naming every part?

Family Letter

Dear Family,

This week your child is learning the middle sentence of an introduction — the yellow Evidentiary Transition. In our GET SET introduction (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)), the yellow sentence is the "bridge": it connects the broad opening to the specific answer by grouping the support together instead of listing every detail.

Your child is learning the difference between listing ("The passage tells about his experiments, his lightning rod, and his buildings") and collectively referring ("The passage provides details about Franklin's discoveries and the solution he created to protect communities"). The second one sounds smoother because it groups the ideas. We are reading "The Invention of Electricity" and "The Founding Fathers."

- Ask your child: "Can you say that as one grouped idea instead of a list?" - Practice "the bridge": open with a big idea, group the support, then give the exact point. - Celebrate when your child's sentences sound smooth instead of like a grocery list.

Thank you for supporting your child's writing!

Choosing Joy, The Teach BIG Team

Module 4 — Family Conversation Starters

Use these at dinner, in the car, or before bed. They reinforce this module's focus — the yellow Evidentiary Transition — without any worksheet.

- What is the yellow sentence in an introduction? (the Evidentiary Transition — the bridge)
- What does GET SET stand for? (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea) — blue, yellow, green)
- Is this sentence a list, or does it group ideas together?
- Can you turn a list into one grouped idea — like "the details in the passage" instead of naming each part?
- Why does grouping the support sound smoother than listing everything?
- What is one grouping phrase you could use? ("the actions taken," "the solutions developed")

Module 4 — Lesson Overview and Standards

Lesson Overview

In Module 4, students learn the middle sentence of the introduction: the yellow Evidentiary Transition. Using "The Invention of Electricity" and "The Founding Fathers," students learn the GET SET introduction (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)) and how the yellow sentence bridges the broad blue opening and the specific green thesis (central idea). The core skill is collectively referring to the support — grouping the evidence and ideas efficiently — instead of listing every reason or quote. By the end, students write full three-sentence introductions and see the complete four-paragraph paper for a WHY and a HOW prompt.

BIG Goal: Students will write a yellow Evidentiary Transition that groups the support collectively, bridging a broad statement of purpose and a specific thesis (central idea) in a smooth GET SET introduction.

Writing Genre TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5: students keep the introduction focused on one central idea.
12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-3: students build and color-code the GET SET introduction.
12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4: students refine the yellow sentence to group support smoothly.

Writing Process TEKS

TEKS	Student Expectation (verbatim TEKS breakout)	Where It Is Taught and Practiced in This Module
11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Days 1-5: students build the complete three-sentence introduction.
11B(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Day 3: students connect the introduction to the full four-paragraph paper.

Writing Genre ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Writing Process ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
4(C)(ii)	write using content-area vocabulary
4(D)(iii)	write using a variety of grade-appropriate connecting words
4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Interdisciplinary context (background only): "The Invention of Electricity" connects to Science and "The Founding Fathers" connects to Social Studies.

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
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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 grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

Module 4 — ELPS Accommodations by Proficiency

Every task in this module is open to English learners at all proficiency levels. Use these supports so students can write a yellow Evidentiary Transition.

Proficiency Level	Support
Beginning	Provide the collective-phrase list ("the evidence in the passage," "the actions taken") and have students point to one before speaking.
Intermediate	Provide a yellow frame: "The passage provides details about ___ and ___."
High Intermediate	Students explain why one yellow sentence groups and another lists, using the frame: "This groups because ___ / lists because it names ___."
Advanced / Advanced High	Students revise a weak listing sentence into a strong collective one and justify the change.

Built-In Sentence Frames

- Group: "The passage shares the ___ and the ___."
- Group: "The passage includes information about the ___."
- List (avoid in the intro): naming reason 1, reason 2, and reason 3 one by one.

Language Domains

This module builds all four language domains as students learn to write a yellow Evidentiary Transition. 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 listing sentences and grouped sentences read aloud and decide which one bridges smoothly.
Speaking	Students say a grouped (collective) middle sentence aloud to a partner, using the collective-phrase frames, before writing.
Reading	Students read example yellow sentences to notice which group the support and which list every part.
Writing	Students write a yellow Evidentiary Transition that groups the support and bridges the blue opening to the green thesis (central idea).

Module 4 — Learning Destination

Where We Are Headed

By the end of this module, students can write a yellow Evidentiary Transition — the middle sentence of the GET SET introduction — that groups the support collectively and bridges the broad opening and the specific thesis (central idea).

I Can Statements

- I can say what GET SET stands for and which sentence is yellow.
- I can tell a listing sentence from a grouped (collective) one.
- I can use collective phrases to group the support.
- I can write a yellow sentence that bridges the blue opening and the green thesis (central idea).
- I can build a full three-sentence introduction (blue, yellow, green).

Why It Matters

A strong writer does not jump from a broad opening straight into an answer — they build a bridge. When students learn to move smoothly from big ideas to specific claims, their introductions sound polished, purposeful, and powerful.

Module 4 — Rigor and Misconceptions

Rigor Safeguard

You may read a prompt aloud, repeat it, and let students use the anchor chart and collective-phrasing list. You may provide a yellow-sentence frame. You may not tell a student whether a sentence lists or groups, or write the yellow sentence for them. The student must still decide, and must still compose a collective Evidentiary Transition in their own words.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the three GET SET parts and their colors (blue, yellow, green).	Supported. The teacher may keep the anchor chart visible.	The student identifies the yellow sentence as the Evidentiary Transition.
Inferential	Decide whether a yellow sentence lists or groups, and explain why.	Guided on Days 1 and 2, independent by Day 5.	The student sorts sentences correctly and gives a reason.
Evaluative	Judge which yellow sentence bridges the introduction most smoothly.	Partner discussion on Day 3, independent on Day 5.	The student chooses the stronger collective sentence and justifies it.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
The yellow sentence should preview every reason.	A teacher may accept a listed sentence.	Ask, "Does this group the support, or does it list every part one by one?"
Grouping means being vague.	A teacher may accept an empty middle sentence.	Remind: a grouped sentence still previews the support meaningfully — it just does it as a whole.
The yellow sentence and the thesis (central idea) are the same.	A teacher may accept a repeated thesis (central idea) as the middle.	Show the difference: yellow groups the support; green gives the exact answer.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A good middle sentence names every reason.	The student lists reason 1, reason 2, and reason 3.	Group them: "the reasons in the passage" or "the actions taken."
Yellow can be as broad as blue.	The student repeats the broad opening.	Push for focus: the yellow sentence previews support; the blue one only opens the topic.
Yellow can be as specific as the thesis (central idea).	The student answers the prompt in the middle.	Remind: the yellow bridges; the green answers.

Module 4 — Thinking Levels (Depth of Knowledge)

This module moves students from naming the parts of an introduction to creating an original collective Evidentiary Transition. Plan questions and tasks across all four levels.

DOK Level	What Students Do	Example Task or Question
DOK 1 — Recall	Recall the GET SET parts, their colors, and what "collective" means.	"Which color is the Evidentiary Transition? What does collective mean?"
DOK 2 — Skill/Concept	Decide whether a yellow sentence lists or groups and explain.	"Does this sentence list or group? How do you know?"
DOK 3 — Strategic Thinking	Write a yellow sentence that groups support and bridges blue and green.	"Write a collective yellow sentence for this introduction."
DOK 4 — Extended Thinking	Revise a weak listing sentence into a strong collective one and justify it.	"Rewrite this listing sentence as a grouped Evidentiary Transition and explain why it is stronger."



Teacher Script

"Grouping the support into a smooth bridge — instead of listing every part — lives at DOK 3 and 4. That is where your introductions start sounding polished."

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
group	To put things together as one.	"The yellow sentence can ____ the support."
list	To name items one by one.	"A weak yellow sentence sounds like a ____."
show	To let someone see or understand.	"The passage can ____ many ideas."
tell	To share information.	"A listing sentence tries to ____ every part."
begin	To start.	"The blue sentence helps us ____."
middle	The part between the beginning and end.	"The yellow sentence is in the ____."
bridge	Something that connects two sides.	"The yellow sentence is a ____."
whole	All of something together.	"Group the support as a ____."
parts	The separate pieces of something.	"Do not list every one of the ____."
move	To go from one place to another.	"A smooth introduction helps ideas ____."

Tier 2 Vocabulary

Word	Student-Friendly Definition	Oral Rehearsal Frame
introduction	The first paragraph that gets the reader ready.	"The ____ is GET SET."
statement of purpose	The broad first sentence (blue).	"The blue ____ opens the paper."
evidentiary transition	The yellow middle sentence that groups the support.	"The yellow ____ is the bridge."
thesis (central idea)	The specific answer to the prompt (green).	"The green ____ lands on the answer."
collective	Referring to things as a group.	"The yellow sentence is ____."
collective noun	A word that names a group.	"A ____ helps group the support."
category	A group things belong to.	"Group ideas by ____."
broad	Wide; a big idea.	"The blue sentence is ____."
specific	Exact; about details.	"The green sentence is ____."
transition	A word or sentence that connects ideas.	"The yellow sentence is a ____."
evidence	Proof from the text.	"The yellow sentence previews the ____."
reason	Why the thesis (central idea) is true.	"Do not list every ____ in the yellow sentence."
support	The evidence and ideas that back the thesis (central idea).	"The yellow sentence groups the ____."
grouping	Putting ideas together.	"Use ____ words in the yellow sentence."

Tier 3 Vocabulary

Teacher Script

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

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
invention	in-VEN-shun	A new thing someone makes for the first time.	"The lightning rod was an ____."
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.	"The ____ kept buildings safe."
electricity	ih-lek-TRIS-ih-tee	A form of energy that can appear as lightning.	"Franklin studied ____."
communities	kuh-MYOO-nih-teez	Groups of people who live together.	"The invention helped whole ____."
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.	"The ____ wanted freedom."
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.	"They wrote the ____."
Constitution	kon-stih-TOO-shun	The plan for how the government works.	"The ____ explained the government."
freedoms	FREE-dumz	The rights people are free to have.	"Fair laws protect people's ____."
government	GUV-ern-munt	The group that makes and runs the laws.	"They built a fair ____."
leadership	LEE-der-ship	Guiding and helping others.	"Their ____ created change."
rights	ryts	Things people are free to do or have.	"The Constitution protects people's ____."
experiments	ik-SPER-uh-ments	Tests done to learn something new.	"Franklin used ____ to discover a solution."

Module 4 — Background Knowledge and Teacher Context

In Module 4, students learn the middle sentence of the introduction: the Evidentiary Transition, also called the yellow sentence. Using "The Invention of Electricity" and "The Founding Fathers," students learn that the introduction is GET SET (Statement of Purpose, Evidentiary Transition, Thesis (Central Idea)) and that the yellow sentence bridges the broad blue opening and the specific green thesis (central idea). The key skill is the difference between listing every reason or quote and collectively referring to the support as a group.

The yellow Evidentiary Transition should sound more focused than the statement of purpose but less exact than the thesis (central idea). It groups ideas together efficiently and previews the support that is coming — using collective phrases like "the evidence in the passage," "the actions taken," or "the solutions developed." By the end of the lesson, students write complete introductions (blue, yellow, green) and see the whole four-paragraph paper built so far for both a WHY and a HOW prompt.

Quick Teacher Reference for the Whole Cluster: ECR Parts

Introduction Paragraph: GET SET

The introduction has three sentences.

- S = Statement of Purpose
- E = Evidentiary Transition
- T = Thesis (Central Idea) Statement

This module focuses on the middle sentence, the Evidentiary Transition.

Colors for The Writing Academy

- Blue = Statement of Purpose
- Yellow = Evidentiary Transition
- Green = Thesis (Central Idea) Statement

All evidence sentences will always be yellow throughout The Writing Academy. In the introduction, the evidentiary transition is also yellow because it previews the evidence as a whole.

What is an Evidentiary Transition?

The evidentiary transition is the middle sentence in the introduction. It does not list every reason or every quote. Instead, it collectively refers to the evidence or ideas that will support the thesis (central idea). It acts like a bridge: from the broad statement of purpose to the specific thesis (central idea) statement.

It should:

- sound more focused than the statement of purpose
- sound less exact than the thesis (central idea)
- group ideas together efficiently
- preview the support that is coming

It should not:

- list all three reasons one by one
- repeat the thesis (central idea)
- sound too broad like the statement of purpose
- sound too detailed like body paragraph evidence

Lesson Focus

This is Cluster 4, Module 4. Students will learn how to write the middle sentence in the introduction, called the evidentiary transition. The lesson focus is:

- understanding the difference between listing reasons/evidence and collectively referring to them
- using grouping words and collective nouns to preview support efficiently
- writing full introduction paragraphs with statement of purpose, evidentiary transition, and thesis (central idea)

At the end of the lesson, students will also see everything built so far for both a WHY prompt and a HOW prompt.

Module 4 — Materials and Module at a Glance

Materials Needed

This module is a hands-on game about the yellow Evidentiary Transition, so gather the pieces first. Each student needs an interactive notebook and a pencil, plus colored pencils, crayons, or highlighters in blue, yellow, and green for color-coding the three introduction sentences. For the "Ready, SET, Race" game, prepare a gameboard, a spinner, game pieces (students choose their own "Pencil Guy" marker), a timer, and the card sets — prompt cards, statement of purpose cards, evidentiary transition cards, thesis (central idea) cards, reason cards, and evidence cards. Have chart paper, anchor chart paper, and a whiteboard with markers for modeling, sticky notes, glue, and scissors, plus copies of both passages. A quick reference list follows.

Materials List

- copies of The Invention of Electricity
- copies of The Founding Fathers
- interactive notebooks
- pencils
- chart paper
- whiteboard and markers
- anchor chart paper
- sticky notes
- scissors
- glue
- timer
- colored pencils, crayons, or highlighters in: blue, yellow, green
- prompt cards
- statement of purpose cards
- evidentiary transition cards
- thesis (central idea) cards
- reason cards
- evidence cards
- spinner
- gameboard
- game pieces
- students should choose their "Pencil Guy" of choice as their game marker

Module at a Glance

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G — Gather + R — Reveal	"On your mark, get set, go" race hook; learn listing vs. collectively referring and model the yellow Evidentiary Transition.
Day 2	15	A — Attempt	Ready, SET, Race: decide which yellow sentence groups the support and which one lists too much.
Day 3	15	D — Discuss + U — Use	Discuss the yellow bridge, then "Color the GET SET Introduction" and see the full four-paragraph paper built so far.
Day 4	15	A — Award + T — Target	Celebrate building the yellow bridge and set a next-step goal.
Day 5	15	E — Educate and Explain to Others	Teach a partner how to build the yellow Evidentiary Transition.

Module 4 — Tiny Times

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing this module's focus: building a significance sentence with MICE. Use one whenever the class changes activities, when energy dips, or right before a new task.

The Cheese Stack

Teacher Script

"Tiny Time! Stack your hands like cheese slices — bottom hand is Evidence I Found, middle hand is Connection I Have, top hand is My Inference. Push your top hand up high and whisper one bigger idea that helps others."

Signal-Phrase Freeze

- Call a signal phrase — "Ultimately!" or "The big picture is!" — and students freeze, then whisper a bigger idea to a neighbor.
- Call "MICE!" and students say the whole chant: "My Inference = Connections I have + Evidence I have found."

Module 4 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.

Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 4 — Mentor Model

Teacher Script

"Watch how I build the yellow Evidentiary Transition — the bridge in the middle of the introduction. I do not list every part. I group the support so the sentence sounds smooth."

Part	Model	What It Does
Statement of Purpose (Blue)	Creative thinkers often solve problems in ways that help many people.	Opens the paper with a broad, big-picture idea.
Evidentiary Transition (Yellow) — weak (listing)	The passage shows his experiments, his invention of the lightning rod, and his protection of buildings.	Too list-like — drags body-paragraph ideas into the introduction.
Evidentiary Transition (Yellow) — strong (collective)	The passage provides details about Franklin's discoveries and the solution he created to protect communities.	Groups the support as a whole — a smooth bridge.
Thesis (Central Idea) (Green)	Benjamin Franklin's invention was important because it protected buildings and made communities safer.	Gives the exact, specific answer.

Teacher think-aloud: "The blue opens wide. The yellow groups the support. The green lands on the answer. If the yellow sounds like a grocery list, I revise it into a grouped bridge."

When you write your introduction, remember: the yellow sentence groups the support collectively — it does not list every part.

Module 1 — TRACKS: Reading the Passages for Evidence

Before students write a significance sentence, they read each passage and TAP the TRACKS to find the six kinds of measurable evidence. The evidence students highlight becomes the proof that grounds their reason, explanation, and significance.

The Six Types of Measurable Evidence: TRACKS

As students read each passage, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read each passage, we hunt for all six kinds of evidence and highlight each one in its TRACKS color across the whole passage. Once we have marked the TRACKS — especially the solution, reaction, and resolution — we have the evidence we need to build a strong significance sentence with MICE."

TRACKS in "The Invention of Electricity"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	during a thunderstorm; long ago
R	Reactions	This invention helped protect homes, barns, and churches
A	Actions	Benjamin Franklin studied electricity; he invented the lightning rod
C	Character, Concept, Creature	Benjamin Franklin; the lightning rod; electricity
K	Key Knowledge	lightning could cause dangerous fires
S	Scenery / Setting	homes, barns, and churches

TRACKS in "The Founding Fathers"

Here is a sample of the evidence students find and highlight as they TAP the TRACKS in this passage (highlight the whole passage, not just a few pieces):

Letter	Category	Evidence from the Passage
T	Time	long ago; in the early days of the country
R	Reactions	They wanted to create laws that were fair
A	Actions	met together to write the Constitution; responded to unfair rule
C	Character, Concept, Creature	the Founding Fathers; the Constitution; the government
K	Key Knowledge	protect the freedoms of the people
S	Scenery / Setting	the colonies; the new nation

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, 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 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 — The Invention of Electricity

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. As a child, he enjoyed reading, asking questions, and learning about the world around him. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] When Franklin was growing up, life was very different from today. There were no computers, cell phones, televisions, or electric lights. People often used candles and lanterns to light their homes after dark. Traveling from one place to another could take a long time, and information spread much more slowly. People depended on hard work, creativity, and problem solving to meet their needs. Franklin was fascinated by the world around him and wanted to understand how things worked.

[3] As a young boy, Franklin spent much of his free time reading books. He enjoyed learning about science, nature, and new ideas. He often asked questions that others had not thought about. While many people simply accepted things as they were, Franklin wanted to know why things happened. His curiosity helped him become a lifelong learner.

[4] As he grew older, Franklin became known for his intelligence and creativity. He worked as a writer and publisher, sharing ideas with people throughout the colonies. He also became involved in community projects. Franklin believed that people could work together to solve problems and improve their towns. He helped organize libraries, fire departments, and other community services that made life better for many people.

[5] One of the biggest problems people faced during Franklin's time involved storms and lightning. Thunderstorms could be dangerous because lightning often struck buildings. When lightning hit a house, barn, church, or other structure, it could start a fire. These fires sometimes spread quickly and destroyed entire buildings. Since many buildings were made of wood, fires could become very serious in a short amount of time.

[6] People feared lightning because they did not fully understand it. Some believed there was nothing anyone could do to stop the damage. Others had incorrect ideas about electricity and lightning. Since scientists had not yet learned much about electricity, many questions remained unanswered. Franklin wanted to understand why lightning behaved the way it did and whether people could protect themselves from its dangers.

[7] Franklin began studying electricity through careful observation and experiments. He read everything he could find about the subject. He talked with other thinkers and scientists and compared ideas. Instead of making guesses, Franklin believed in collecting evidence. He wanted to discover facts that could help explain natural events.

[8] At the time, electricity was still a mystery to many people. Scientists knew that certain materials could create sparks, but they did not fully understand how electricity worked. Franklin became interested in learning more. He wondered whether lightning and electricity might be connected.

[9] One of the most famous stories about Benjamin Franklin involves a kite experiment. During a thunderstorm, Franklin used a kite to help study electricity. The experiment provided evidence that lightning and electricity were related. Although the kite story is

often remembered today, it was only one part of Franklin's larger research. His discoveries came from years of learning, testing ideas, and observing the world around him.

[10] As Franklin continued his studies, he learned that metal could conduct electricity. Conduct means carrying electricity from one place to another. This discovery gave him an important idea. If metal could carry electricity, perhaps it could guide lightning safely away from buildings.

[11] Franklin began thinking about ways to protect homes and other structures from lightning strikes. He knew that people needed a solution because storms often caused serious damage. Families could lose their homes, farmers could lose their barns, and communities could lose important buildings. Franklin believed science could help solve the problem.

[12] After studying the issue, Franklin invented the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod is connected to a wire that runs down the side of the building and into the ground. When lightning strikes the rod, the electricity follows the metal path safely into the ground instead of passing through the building.

[13] This invention was simple, but it was very effective. The lightning rod reduced the chance that a building would catch fire after being struck by lightning. Instead of damaging the structure, the electricity could travel through the rod and wire. Franklin's invention helped solve a problem that had worried communities for many years.

[14] As people learned about the lightning rod, many began adding them to their buildings. Homes, churches, barns, schools, and government buildings installed lightning rods on their rooftops. Communities soon noticed that buildings protected by lightning rods were less likely to be damaged during storms.

[15] The invention also gave people peace of mind. Before the lightning rod, storms often caused fear and uncertainty. Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings. The lightning rod helped reduce those concerns by providing a safer way to handle lightning strikes.

[16] Franklin's success showed people the value of science and problem solving. He demonstrated that careful observation and experimentation could lead to practical solutions. His work encouraged others to study problems and search for answers rather than simply accepting things they did not understand.

[17] Benjamin Franklin was interested in more than just electricity. Throughout his life, he created other inventions and improvements. He believed that inventions should make life easier and safer for people. His ideas often focused on solving everyday problems that affected communities.

[18] Franklin also valued education. He believed that knowledge should be shared with others. Through his writing, he taught people about science, inventions, and ways to improve society. He encouraged others to keep learning and to use what they learned to help their communities.

[19] His discoveries inspired many future inventors and scientists. When people saw how Franklin used science to solve real problems, they became interested in making

discoveries of their own. New inventions and scientific breakthroughs followed. Over time, scientists learned much more about electricity and how it could be used.

[20] Years after Franklin's experiments, inventors developed new ways to generate and use electricity. Communities eventually gained access to electric lights, appliances, machines, and communication systems. Electricity transformed the way people lived and worked. Tasks that once took hours became easier and faster.

[21] Today, electricity is a part of everyday life. Homes use electricity for lighting, heating, cooling, and cooking. Schools use electricity to power computers, projectors, and other learning tools. Hospitals rely on electricity to operate important medical equipment. Businesses use electricity to provide goods and services to customers.

[22] Although Benjamin Franklin did not invent all of these modern technologies, his research helped scientists better understand electricity. His work laid an important foundation for future discoveries. The knowledge he gained helped others continue exploring the science of electricity.

[23] Franklin's story teaches an important lesson about curiosity. He did not stop asking questions when he encountered a problem. Instead, he searched for answers. He observed, experimented, and learned from his mistakes. His willingness to keep learning helped him make discoveries that benefited many people.

[24] The story of the lightning rod is a reminder that even simple ideas can make a big difference. By understanding how electricity worked, Franklin found a way to protect buildings and communities. His invention saved property, reduced damage, and improved safety for countless people.

[25] Benjamin Franklin's curiosity and problem solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life. Stormy weather became less dangerous for many buildings because of the lightning rod. More importantly, Franklin showed that learning, experimenting, and sharing knowledge can help create positive change.

[26] Today, Benjamin Franklin is remembered as one of the most influential inventors in American history. His work with electricity helped shape communities and inspired generations of scientists, inventors, and leaders. Through his discoveries, he demonstrated how one person's ideas can continue helping others long after they are gone.

[27] Nonfiction - Passage 8

Student Annotation Guide — The Invention of Electricity

T — Time

He was born in 1706 in Boston; Throughout his life; When Franklin was growing up; Traveling from one place to another could take a long time; As a young boy; As he grew older; in a short amount of time; scientists had not yet learned much about electricity; Franklin began studying electricity; At the time; During a thunderstorm; Although the kite story is often remembered today; As Franklin continued his studies; After studying the issue; When lightning strikes the rod; for many years; As people learned about the lightning rod; Before the lightning rod; Throughout his life; His discoveries inspired many future inventors and scientists; New inventions and scientific breakthroughs followed; Over time; Years after Franklin's experiments; Communities eventually gained access to electric lights, appliances, machines, and communication systems; Today; Although Benjamin Franklin did not invent all of these modern technologies; Today, Benjamin Franklin is remembered

R — Reactions

People feared lightning; Some believed there was nothing anyone could do; Families could lose their homes; farmers could lose their barns; communities could lose important buildings; storms often caused fear and uncertainty; Families worried about losing their homes; Farmers worried about protecting animals and crops; Community leaders worried about schools, churches, and public buildings; rather than simply accepting things they did not understand

A — Actions

liked to solve problems in new ways; he enjoyed reading, asking questions, and learning; could help improve people's lives; he created many inventions and ideas; People often used candles and lanterns; to meet their needs; wanted to understand how things worked; Franklin spent much of his free time reading books; He often asked questions; He worked as a writer and publisher; sharing ideas with people throughout the colonies; became involved in community projects; to solve problems and improve their towns; He helped organize libraries, fire departments, and other community services; lightning often struck buildings; destroyed entire buildings; Franklin wanted to understand why lightning behaved the way it did; whether people could protect themselves from its dangers; through careful observation and experiments; He read everything he could find about the subject; He talked with other thinkers and scientists; compared ideas; He wanted to discover facts; Franklin used a kite to help study electricity; His discoveries came from years of learning, testing ideas, and observing the world around him; perhaps it could guide lightning safely away from buildings; Franklin began thinking about ways to protect homes and other structures; Franklin invented the lightning rod; the electricity follows the metal path safely into the ground; The lightning rod reduced the chance; the electricity could travel through the rod and wire; many began adding them to their buildings; installed lightning rods on their rooftops; The lightning rod helped reduce those concerns; careful observation and experimentation could lead to practical solutions; His work encouraged others to study problems and search for answers; he created other inventions and improvements; Through his writing, he taught people about science, inventions, and ways to improve society; He encouraged others to keep learning; use what they learned to help their communities; inventors developed new ways to generate and use electricity; The knowledge he gained helped others continue exploring the science of electricity; He did not stop asking questions when he encountered a problem; he searched for answers; He observed, experimented, and learned from his mistakes; By understanding how electricity worked, Franklin found a way to protect buildings and communities; helped make communities safer; to solve real problems and improve everyday life; inspired generations of scientists, inventors, and leaders

C — Character/Concept/Creature

Benjamin Franklin; an inventor, writer, and leader; grew up curious about how things worked; the world around him; Franklin believed that learning and experimenting; People depended on hard work, creativity, and problem solving; Franklin was fascinated by the world around him; science, nature, and new ideas; Franklin wanted to know why things happened; Franklin became known for his intelligence and creativity; Franklin believed that people could work together; One of the biggest problems people faced during Franklin's time; Thunderstorms could be dangerous; many buildings were made of wood; they did not fully understand it; Others had incorrect ideas about electricity and lightning; Franklin believed in collecting evidence; electricity was still a mystery to many people; they did not fully understand how electricity worked; Franklin became interested in learning more; He wondered whether lightning and electricity might be connected; that lightning and electricity were related; he learned that metal could conduct electricity; Conduct means carrying electricity from one place to another; If metal could carry electricity; from lightning strikes; Franklin believed science could help solve the problem; A lightning rod is a metal rod; The rod is connected to a wire; This invention was simple, but it was very effective; The invention also gave people peace of mind; Franklin's success showed people the value of science and problem solving; Benjamin Franklin was interested in more than just electricity; He believed that inventions should make life easier and safer for people; Franklin also valued education; He believed that knowledge should be shared with others; scientists learned much more about electricity; electricity is a part of everyday life; Franklin's story teaches an important lesson about curiosity; His willingness to keep learning; The story of the lightning rod is a reminder; Benjamin Franklin's curiosity and problem solving ideas; His inventions and discoveries showed how science and creativity could be used; as one of the most influential inventors in American history

K — Key Knowledge

helped communities; There were no computers, cell phones, televisions, or electric lights; information spread much more slowly; that others had not thought about; His curiosity helped him become a lifelong learner; that made life better for many people; it could start a fire; These fires sometimes spread quickly; many questions remained unanswered; that could help explain natural events; Scientists knew that certain materials could create sparks; One of the most famous stories about Benjamin Franklin; The experiment provided evidence; it was only one part of Franklin's larger research; This discovery gave him an important idea; storms often caused serious damage; instead of passing through the building; that a building would catch fire after being struck by lightning; Franklin's invention helped solve a problem; buildings protected by lightning rods were less likely to be damaged during storms; by providing a safer way to handle lightning strikes; solving everyday problems that affected communities; Electricity transformed the way people lived and worked; Tasks that once took hours became easier and faster; his research helped scientists better understand electricity; His work laid an important foundation for future discoveries; helped him make discoveries that benefited many people; that even simple ideas can make a big difference; His invention saved property, reduced damage, and improved safety; because of the lightning rod; learning, experimenting, and sharing knowledge can help create positive change; His work with electricity helped shape communities; one person's ideas can continue helping others long after they are gone

S — Scenery/Setting

life was very different from today; to light their homes after dark; involved storms and lightning; a house, barn, church, or other structure; placed on top of a building; runs down the side of the building and into the ground; Homes, churches, barns, schools, and government buildings; Homes use electricity for lighting, heating, cooling, and cooking; Schools use electricity to power computers, projectors, and other learning tools; Hospitals rely on electricity to operate important medical equipment; Businesses use electricity to provide goods and services to customers; Stormy weather became less dangerous for many buildings

TRACKS EVIDENCE HIGHLIGHTING — The Invention of Electricity

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. As a child, he enjoyed reading, asking questions, and learning about the world around him. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] When Franklin was growing up, life was very different from today. There were no computers, cell phones, televisions, or electric lights. People often used candles and lanterns to light their homes after dark. Traveling from one place to another could take a long time, and information spread much more slowly. People depended on hard work, creativity, and problem solving to meet their needs. Franklin was fascinated by the world around him and wanted to understand how things worked.

[3] As a young boy, Franklin spent much of his free time reading books. He enjoyed learning about science, nature, and new ideas. He often asked questions that others had not thought about. While many people simply accepted things as they were, Franklin wanted to know why things happened. His curiosity helped him become a lifelong learner.

[4] As he grew older, Franklin became known for his intelligence and creativity. He worked as a writer and publisher, sharing ideas with people throughout the colonies. He also became involved in community projects. Franklin believed that people could work together to solve problems and improve their towns. He helped organize libraries, fire departments, and other community services that made life better for many people.

[5] One of the biggest problems people faced during Franklin's time involved storms and lightning. Thunderstorms could be dangerous because lightning often struck buildings. When lightning hit a house, barn, church, or other structure, it could start a fire. These fires sometimes spread quickly and destroyed entire buildings. Since many buildings were made of wood, fires could become very serious in a short amount of time.

[6] People feared lightning because they did not fully understand it. Some believed there was nothing anyone could do to stop the damage. Others had incorrect ideas about electricity and lightning. Since scientists had not yet learned much about electricity, many questions remained unanswered. Franklin wanted to understand why lightning behaved the way it did and whether people could protect themselves from its dangers.

[7] Franklin began studying electricity through careful observation and experiments. He read everything he could find about the subject. He talked with other thinkers and scientists and compared ideas. Instead of making guesses, Franklin believed in collecting evidence. He wanted to discover facts that could help explain natural events.

[8] At the time, electricity was still a mystery to many people. Scientists knew that certain materials could create sparks, but they did not fully understand how electricity worked. Franklin became interested in learning more. He wondered whether lightning and electricity might be connected.

[9] One of the most famous stories about Benjamin Franklin involves a kite experiment. During a thunderstorm, Franklin used a kite to help study electricity. The experiment provided evidence that lightning and electricity were related. Although the kite story is

often remembered today, it was only one part of Franklin's larger research. His discoveries came from years of learning, testing ideas, and observing the world around him.

[10] As Franklin continued his studies, he learned that metal could conduct electricity. Conduct means carrying electricity from one place to another. This discovery gave him an important idea. If metal could carry electricity, perhaps it could guide lightning safely away from buildings.

[11] Franklin began thinking about ways to protect homes and other structures from lightning strikes. He knew that people needed a solution because storms often caused serious damage. Families could lose their homes, farmers could lose their barns, and communities could lose important buildings. Franklin believed science could help solve the problem.

[12] After studying the issue, Franklin invented the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod is connected to a wire that runs down the side of the building and into the ground. When lightning strikes the rod, the electricity follows the metal path safely into the ground instead of passing through the building.

[13] This invention was simple, but it was very effective. The lightning rod reduced the chance that a building would catch fire after being struck by lightning. Instead of damaging the structure, the electricity could travel through the rod and wire. Franklin's invention helped solve a problem that had worried communities for many years.

[14] As people learned about the lightning rod, many began adding them to their buildings. Homes, churches, barns, schools, and government buildings installed lightning rods on their rooftops. Communities soon noticed that buildings protected by lightning rods were less likely to be damaged during storms.

[15] The invention also gave people peace of mind. Before the lightning rod, storms often caused fear and uncertainty. Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings. The lightning rod helped reduce those concerns by providing a safer way to handle lightning strikes.

[16] Franklin's success showed people the value of science and problem solving. He demonstrated that careful observation and experimentation could lead to practical solutions. His work encouraged others to study problems and search for answers rather than simply accepting things they did not understand.

[17] Benjamin Franklin was interested in more than just electricity. Throughout his life, he created other inventions and improvements. He believed that inventions should make life easier and safer for people. His ideas often focused on solving everyday problems that affected communities.

[18] Franklin also valued education. He believed that knowledge should be shared with others. Through his writing, he taught people about science, inventions, and ways to improve society. He encouraged others to keep learning and to use what they learned to help their communities.

[19] His discoveries inspired many future inventors and scientists. When people saw how Franklin used science to solve real problems, they became interested in making

discoveries of their own. New inventions and scientific breakthroughs followed. Over time, scientists learned much more about electricity and how it could be used.

[20] Years after Franklin's experiments, inventors developed new ways to generate and use electricity. Communities eventually gained access to electric lights, appliances, machines, and communication systems. Electricity transformed the way people lived and worked. Tasks that once took hours became easier and faster.

[21] Today, electricity is a part of everyday life. Homes use electricity for lighting, heating, cooling, and cooking. Schools use electricity to power computers, projectors, and other learning tools. Hospitals rely on electricity to operate important medical equipment. Businesses use electricity to provide goods and services to customers.

[22] Although Benjamin Franklin did not invent all of these modern technologies, his research helped scientists better understand electricity. His work laid an important foundation for future discoveries. The knowledge he gained helped others continue exploring the science of electricity.

[23] Franklin's story teaches an important lesson about curiosity. He did not stop asking questions when he encountered a problem. Instead, he searched for answers. He observed, experimented, and learned from his mistakes. His willingness to keep learning helped him make discoveries that benefited many people.

[24] The story of the lightning rod is a reminder that even simple ideas can make a big difference. By understanding how electricity worked, Franklin found a way to protect buildings and communities. His invention saved property, reduced damage, and improved safety for countless people.

[25] Benjamin Franklin's curiosity and problem solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life. Stormy weather became less dangerous for many buildings because of the lightning rod. More importantly, Franklin showed that learning, experimenting, and sharing knowledge can help create positive change.

[26] Today, Benjamin Franklin is remembered as one of the most influential inventors in American history. His work with electricity helped shape communities and inspired generations of scientists, inventors, and leaders. Through his discoveries, he demonstrated how one person's ideas can continue helping others long after they are gone.

[27] Nonfiction - Passage 8

PASSAGE 2 — The Founding Fathers

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that shaped the future of the country. Their ideas and actions helped create a nation that continues to exist today.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Great Britain made laws for the colonies and collected taxes from the people who lived there. Many colonists felt the British government was unfair because it made decisions without asking for their opinions. Colonists believed they should have a voice in the government since the laws affected their daily lives.

[3] As time passed, more colonists became frustrated. They wanted leaders who would listen to their concerns and represent their interests. Some colonists believed changes could be made while remaining part of Great Britain. Others believed the colonies should become completely independent. These different opinions led to many discussions throughout the colonies.

[4] Several important leaders emerged during this time. George Washington became known for his leadership and dedication. Thomas Jefferson was respected for his writing and ideas about freedom. Benjamin Franklin was admired for his knowledge and problem solving skills. John Adams and James Madison also played important roles in helping guide the colonies. Although they sometimes disagreed, they shared the goal of improving life for the colonists.

[5] These leaders spent many hours meeting with others and discussing possible solutions. They listened to different viewpoints and debated important issues. They understood that creating change would require careful planning and cooperation. Their willingness to work together helped them make progress toward their goals.

[6] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It listed complaints about British rule and described the rights people should have.

[7] One of the most famous parts of the Declaration of Independence states that all people have certain rights, including life, liberty, and the pursuit of happiness. These ideas became important principles for the new nation. The authors believed governments should protect these rights rather than take them away.

[8] Writing the Declaration of Independence was not an easy task. The leaders carefully chose their words because they wanted people to understand their message. They knew the document would be read by colonists, British leaders, and people in other countries. They hoped it would explain why independence was necessary.

[9] When the Declaration of Independence was completed, it marked an important moment in history. The colonies were officially declaring that they wanted to govern themselves. However, gaining independence would require more than simply writing a document.

[10] Soon after, the colonies became involved in a war with Great Britain. This conflict became known as the American Revolution. The war lasted for several years and required great sacrifice from many people.

[11] George Washington became the commander of the Continental Army. He led soldiers through difficult battles and challenging conditions. At times, the army struggled because it lacked food, supplies, and equipment. Even during these hardships, many soldiers continued fighting because they believed in the cause of independence.

[12] The American Revolution affected people throughout the colonies. Families often worried about loved ones serving in the army. Communities faced uncertainty about what the future would bring. Despite these challenges, many colonists remained determined to achieve independence.

[13] Eventually, the colonies won the war. Their victory allowed the United States to become an independent nation. While this was an important achievement, the work of building a country was only beginning.

[14] After the American Revolution ended, leaders faced new challenges. The United States needed a government that could help the states work together and solve problems. The nation had won its freedom, but it still needed a system for making laws and leading the country.

[15] At first, the government was not very strong. Leaders soon realized improvements were needed. They wanted a government that could protect people's rights while also helping maintain order. To address these concerns, representatives from different states met together to discuss possible solutions.

[16] In 1787, many of the nation's leaders gathered to write the Constitution. This document explained how the government of the United States would work. The Constitution created a framework for the country's government and described the responsibilities of different leaders.

[17] The Founding Fathers spent many months discussing ideas and making decisions. They did not always agree with one another. Some wanted a stronger national government, while others wanted more power to remain with the states. These disagreements led to long debates and careful negotiations.

[18] Even when they disagreed, the leaders continued working together. They understood that compromise would be necessary. Their willingness to listen to different viewpoints helped them create a plan that many people could support.

[19] The Constitution established three branches of government. Each branch was given different responsibilities. This system helped prevent any one person or group from gaining too much power. The Founding Fathers believed that dividing power would help protect freedom and fairness.

[20] The Constitution also explained how laws would be made and how leaders would be selected. Citizens would have opportunities to participate in government through elections. This idea was important because many colonists had originally objected to being governed without representation.

[21] Another important feature of the Constitution was its ability to be changed when

necessary. The Founding Fathers understood that future generations might face new challenges. They created a process that would allow the Constitution to be amended while still protecting important principles.

[22] The work of the Founding Fathers required leadership, courage, and determination. They faced difficult decisions and often worked under pressure. They knew their choices would affect millions of people in the future.

[23] Many of the Founding Fathers devoted years of their lives to public service. They traveled long distances to attend meetings, participated in debates, and spent countless hours discussing important issues. Their dedication helped create a strong foundation for the nation.

[24] The influence of the Founding Fathers can still be seen today. The Declaration of Independence and the Constitution remain two of the most important documents in American history. Students study these documents because they continue to shape the government of the United States.

[25] Many of the freedoms people enjoy today are connected to the ideas of the Founding Fathers. Their work helped establish principles such as individual rights, representative government, and the rule of law. These principles continue to guide leaders and citizens.

[26] The Founding Fathers also demonstrated the importance of cooperation. Although they often had different opinions, they worked together to solve problems. Their ability to compromise helped them accomplish goals that would have been impossible alone.

[27] Today, people continue to remember George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, and other Founding Fathers because of their contributions to the nation. Their efforts helped create a country built on ideas of freedom, rights, and self government.

[28] The story of the Founding Fathers reminds us that creating a nation requires hard work, leadership, and determination. They faced many obstacles but continued moving forward because they believed in their vision for the future. Their ideas and efforts helped build the foundation of the United States. More than two hundred years later, their influence remains an important part of American government and daily life.

[29] CLUSTER 5 STARTS HERE.....

[30] Nonfiction - Passage 9

Student Annotation Guide — The Founding Fathers

T — Time

that continues to exist today; During the late 1700s; As time passed; These leaders spent many hours meeting with others; In 1776; When the Declaration of Independence was completed; Soon after; The war lasted for several years; Eventually; the work of building a country was only beginning; After the American Revolution ended; At first; In 1787; The Founding Fathers spent many months discussing ideas and making decisions; future generations might face new challenges; Many of the Founding Fathers devoted years of their lives to public service; The influence of the Founding Fathers can still be seen today; These principles continue to guide leaders and citizens; Today; More than two hundred years later

R — Reactions

more colonists became frustrated; Although they sometimes disagreed; Writing the Declaration of Independence was not an easy task; the army struggled because it lacked food, supplies, and equipment; Even during these hardships; Families often worried about loved ones serving in the army; Communities faced uncertainty about what the future would bring; Despite these challenges; They did not always agree with one another; Even when they disagreed; They faced difficult decisions and often worked under pressure; Although they often had different opinions; They faced many obstacles

A — Actions

helped create the United States of America; wanted people to have a government that protected their rights; These leaders worked together to make important decisions; Great Britain made laws for the colonies and collected taxes; it made decisions without asking for their opinions; They wanted leaders who would listen to their concerns and represent their interests; These different opinions led to many discussions throughout the colonies; helping guide the colonies; discussing possible solutions; They listened to different viewpoints and debated important issues; Their willingness to work together helped them make progress; some of these leaders helped write an important document; governments should protect these rights rather than take them away; The leaders carefully chose their words; They hoped it would explain why independence was necessary; The colonies were officially declaring that they wanted to govern themselves; the colonies became involved in a war with Great Britain; He led soldiers through difficult battles and challenging conditions; many soldiers continued fighting; the colonies won the war; The United States needed a government that could help the states work together and solve problems; Leaders soon realized improvements were needed; representatives from different states met together to discuss possible solutions; many of the nation's leaders gathered to write the Constitution; These disagreements led to long debates and careful negotiations; the leaders continued working together; Their willingness to listen to different viewpoints helped them create a plan; This system helped prevent any one person or group from gaining too much power; Citizens would have opportunities to participate in government through elections; They created a process that would allow the Constitution to be amended; They traveled long distances to attend meetings; participated in debates; spent countless hours discussing important issues; Students study these documents; they worked together to solve problems; Their ability to compromise helped them accomplish goals; Their efforts helped create a country; but continued moving forward

C — Character/Concept/Creature

The Founding Fathers; a group of leaders; They believed the American colonies should be free from British rule; Many colonists felt the British government was unfair; Colonists believed they should have a voice in the government; Some colonists believed changes could be made; Others believed the colonies should become completely independent; Several important leaders emerged during this time; George Washington became known for his leadership and dedication; Thomas Jefferson was respected for his writing and ideas about freedom; Benjamin Franklin was admired for his knowledge and problem solving skills; John Adams and James Madison also played important roles; they shared the goal of improving life for the colonists; creating change would require careful planning and cooperation; called the Declaration of Independence; described the rights people should have; One of the most famous parts of the Declaration of Independence; These ideas became important principles for the new nation; They knew the document would be read by colonists, British leaders, and people in other countries; This conflict became known as the American Revolution; George Washington became the commander of the Continental Army; because they believed in the cause of independence; The American Revolution affected people throughout the colonies; many colonists remained determined to achieve independence; leaders faced new challenges; the government was not very strong; They wanted a government that could protect people's rights while also helping maintain order; This document explained how the government of the United States would work; described the responsibilities of different leaders; Some wanted a stronger national government; others wanted more power to remain with the states; They understood that compromise would be necessary; The Constitution established three branches of government; The Founding Fathers believed that dividing power would help protect freedom and fairness; The Constitution also explained how laws would be made and how leaders would be selected; Another important feature of the Constitution; The work of the Founding Fathers required leadership, courage, and determination; The Declaration of Independence and the Constitution; Many of the freedoms people enjoy today; individual rights, representative government, and the rule of law; The Founding Fathers also demonstrated the importance of cooperation; people continue to remember George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, and other Founding Fathers; built on ideas of freedom, rights, and self government; The story of the Founding Fathers reminds us; because they believed in their vision for the future

K — Key Knowledge

shaped the future of the country; Their ideas and actions helped create a nation; since the laws affected their daily lives; toward their goals; This document explained why the colonies wanted to become a free nation; It listed complaints about British rule; all people have certain rights, including life, liberty, and the pursuit of happiness; because they wanted people to understand their message; it marked an important moment in history; gaining independence would require more than simply writing a document; required great sacrifice from many people; Their victory allowed the United States to become an independent nation; The nation had won its freedom; it still needed a system for making laws and leading the country; The Constitution created a framework for the country's government; that many people could support; Each branch was given different responsibilities; many colonists had originally objected to being governed without representation; its ability to be changed when necessary; while still protecting important principles; They knew their choices would affect millions of people in the future; Their dedication helped create a strong foundation for the nation; remain two of the most important documents in American history; because they continue to shape the government of the United States; are connected to the ideas of the Founding Fathers; that would have been impossible alone; because of their contributions to the nation; that creating a nation requires hard work, leadership, and determination; Their ideas and efforts helped build the foundation of the United States; their influence remains an important part of American government and daily life

S — Scenery/Setting

the American colonies were controlled by Great Britain; while remaining part of Great Britain

TRACKS EVIDENCE HIGHLIGHTING — The Founding Fathers

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that shaped the future of the country. Their ideas and actions helped create a nation that continues to exist today.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Great Britain made laws for the colonies and collected taxes from the people who lived there. Many colonists felt the British government was unfair because it made decisions without asking for their opinions. Colonists believed they should have a voice in the government since the laws affected their daily lives.

[3] As time passed, more colonists became frustrated. They wanted leaders who would listen to their concerns and represent their interests. Some colonists believed changes could be made while remaining part of Great Britain. Others believed the colonies should become completely independent. These different opinions led to many discussions throughout the colonies.

[4] Several important leaders emerged during this time. George Washington became known for his leadership and dedication. Thomas Jefferson was respected for his writing and ideas about freedom. Benjamin Franklin was admired for his knowledge and problem solving skills. John Adams and James Madison also played important roles in helping guide the colonies. Although they sometimes disagreed, they shared the goal of improving life for the colonists.

[5] These leaders spent many hours meeting with others and discussing possible solutions. They listened to different viewpoints and debated important issues. They understood that creating change would require careful planning and cooperation. Their willingness to work together helped them make progress toward their goals.

[6] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It listed complaints about British rule and described the rights people should have.

[7] One of the most famous parts of the Declaration of Independence states that all people have certain rights, including life, liberty, and the pursuit of happiness. These ideas became important principles for the new nation. The authors believed governments should protect these rights rather than take them away.

[8] Writing the Declaration of Independence was not an easy task. The leaders carefully chose their words because they wanted people to understand their message. They knew the document would be read by colonists, British leaders, and people in other countries. They hoped it would explain why independence was necessary.

[9] When the Declaration of Independence was completed, it marked an important moment in history. The colonies were officially declaring that they wanted to govern themselves. However, gaining independence would require more than simply writing a document.

[10] Soon after, the colonies became involved in a war with Great Britain. This conflict became known as the American Revolution. The war lasted for several years and required great sacrifice from many people.

[11] George Washington became the commander of the Continental Army. He led soldiers through difficult battles and challenging conditions. At times, the army struggled because it lacked food, supplies, and equipment. Even during these hardships, many soldiers continued fighting because they believed in the cause of independence.

[12] The American Revolution affected people throughout the colonies. Families often worried about loved ones serving in the army. Communities faced uncertainty about what the future would bring. Despite these challenges, many colonists remained determined to achieve independence.

[13] Eventually, the colonies won the war. Their victory allowed the United States to become an independent nation. While this was an important achievement, the work of building a country was only beginning.

[14] After the American Revolution ended, leaders faced new challenges. The United States needed a government that could help the states work together and solve problems. The nation had won its freedom, but it still needed a system for making laws and leading the country.

[15] At first, the government was not very strong. Leaders soon realized improvements were needed. They wanted a government that could protect people's rights while also helping maintain order. To address these concerns, representatives from different states met together to discuss possible solutions.

[16] In 1787, many of the nation's leaders gathered to write the Constitution. This document explained how the government of the United States would work. The Constitution created a framework for the country's government and described the responsibilities of different leaders.

[17] The Founding Fathers spent many months discussing ideas and making decisions. They did not always agree with one another. Some wanted a stronger national government, while others wanted more power to remain with the states. These disagreements led to long debates and careful negotiations.

[18] Even when they disagreed, the leaders continued working together. They understood that compromise would be necessary. Their willingness to listen to different viewpoints helped them create a plan that many people could support.

[19] The Constitution established three branches of government. Each branch was given different responsibilities. This system helped prevent any one person or group from gaining too much power. The Founding Fathers believed that dividing power would help protect freedom and fairness.

[20] The Constitution also explained how laws would be made and how leaders would be selected. Citizens would have opportunities to participate in government through elections. This idea was important because many colonists had originally objected to being governed without representation.

[21] Another important feature of the Constitution was its ability to be changed when

necessary. The Founding Fathers understood that future generations might face new challenges. They created a process that would allow the Constitution to be amended while still protecting important principles.

[22] The work of the Founding Fathers required leadership, courage, and determination. They faced difficult decisions and often worked under pressure. They knew their choices would affect millions of people in the future.

[23] Many of the Founding Fathers devoted years of their lives to public service. They traveled long distances to attend meetings, participated in debates, and spent countless hours discussing important issues. Their dedication helped create a strong foundation for the nation.

[24] The influence of the Founding Fathers can still be seen today. The Declaration of Independence and the Constitution remain two of the most important documents in American history. Students study these documents because they continue to shape the government of the United States.

[25] Many of the freedoms people enjoy today are connected to the ideas of the Founding Fathers. Their work helped establish principles such as individual rights, representative government, and the rule of law. These principles continue to guide leaders and citizens.

[26] The Founding Fathers also demonstrated the importance of cooperation. Although they often had different opinions, they worked together to solve problems. Their ability to compromise helped them accomplish goals that would have been impossible alone.

[27] Today, people continue to remember George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, and other Founding Fathers because of their contributions to the nation. Their efforts helped create a country built on ideas of freedom, rights, and self government.

[28] The story of the Founding Fathers reminds us that creating a nation requires hard work, leadership, and determination. They faced many obstacles but continued moving forward because they believed in their vision for the future. Their ideas and efforts helped build the foundation of the United States. More than two hundred years later, their influence remains an important part of American government and daily life.

[29] CLUSTER 5 STARTS HERE.....

[30] Nonfiction - Passage 9

🕒 Day 1 - Gather and Reveal (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER

🔊 Teacher Script

*"Class, today I want you to imagine a race.
 At the starting line, a runner crouches down.
 The runner hears: On your mark...
 That is like the statement of purpose. It gets the reader ready.
 Then the runner hears: Get set...
 That is like the evidentiary transition. It puts the reader in position.
 And then the runner hears: Go!
 That is like the thesis (central idea). It launches the paper forward.
 Today, we are focusing on the middle part.
 Get set.
 This middle sentence helps the writing move smoothly.
 It is not as broad as the first sentence.
 It is not as specific as the thesis (central idea).
 It is the bridge.
 It helps the reader get ready for the exact answer."*

★ Daily Deck Slide

Blue -> Yellow -> Green. Statement of Purpose -> Evidentiary Transition -> Thesis (Central Idea).

 Teacher Script

*"If writers skip the yellow sentence, the introduction can feel jumpy.
If writers list too much in the yellow sentence, it can feel crowded.
So today, we are learning how to group evidence as a whole instead of dragging every part into the introduction.
We are learning how to get set."*

REVEAL **Teacher Script**

"Let's review what we already know."

 Daily Deck Slide

— GET SET: Blue = Statement of Purpose, Yellow = Evidentiary Transition, Green = Thesis (Central Idea).

 Teacher Script

*"The blue sentence is broad.
The green sentence is specific.
So what must the yellow sentence be?
(Pause.)
Yes. It must sit in the middle.
It should be more focused than blue but less exact than green."*

Review the First Sentence **Teacher Script**

"The statement of purpose is broad. It sounds like a big idea."

Example: Creative thinkers often solve problems in ways that help many people.

 Teacher Script

"That sentence could fit many essays."

Review the Third Sentence **Teacher Script**

"The thesis (central idea) is specific. It answers the prompt directly."

Example: Benjamin Franklin's invention was important because it protected buildings and

made communities safer.



Teacher Script

"That sentence is exact. It tells what this essay will prove."

Reveal the New Learning: The Yellow Sentence



Teacher Script

*"Now we need the middle sentence.
This sentence previews the support, but it does so collectively.
That means it talks about the evidence as a group, not as separate pieces."*



Anchor Chart: Listing vs. Collectively Referring

Write on anchor chart:

Do Not List

- fire protection
- community safety
- scientific experiments

Do Collectively Refer

- his inventions and discoveries
- the actions he took
- the evidence from the passage
- the solutions he developed
- the leadership and documents involved
- the steps taken to solve the problem

If I list every reason, my introduction starts sounding like my outline.
But if I group them together, my writing sounds smoother.

Teach Collective Grouping Words



Daily Deck Slide

— Helpful Collective Referring Phrases:

- the evidence in the passage
- the actions taken
- the ideas presented
- the solutions developed
- the discoveries described
- the leadership shown
- the documents and decisions
- the details in both texts

- the examples in the passages
- the events described

Teacher Script

"These phrases help writers mention support as a whole."

Teacher Modeling: Franklin WHY Prompt

- Prompt: Explain why Benjamin Franklin's invention was important.
- Statement of Purpose (Blue): Creative thinkers often solve problems in ways that help many people.
- Weak Yellow Example — Listing: The passage shows his experiments, his invention of the lightning rod, and his protection of buildings.

Teacher Script

"That sentence is not terrible, but it is too list-like. It sounds clunky. It starts dragging body paragraph ideas into the introduction."

- Strong Yellow Example — Collective: The passage provides details about Franklin's discoveries and the solution he created to protect communities.
- Thesis (Central Idea) (Green): Benjamin Franklin's invention was important because it protected buildings and made communities safer.

Teacher Script

"Now listen to how smooth that sounds. The blue opens wide. The yellow groups the support. The green lands on the answer."

Teacher Modeling: Founding Fathers WHY Prompt

- Prompt: Explain why the Founding Fathers' work mattered.
- Statement of Purpose (Blue): Strong leaders can respond to unfairness by working toward better solutions.
- Yellow Evidentiary Transition: The passage includes information about the leaders' actions, decisions, and efforts to create a fair government.
- Thesis (Central Idea) (Green): The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.

Teacher Modeling: Franklin HOW Prompt

- Prompt: Explain how Benjamin Franklin improved community safety.
- Statement of Purpose (Blue): Useful ideas can improve life when they are used to solve real problems.

- Yellow Evidentiary Transition: The passage shares the process Franklin used and the invention that helped protect buildings from danger.
- Thesis (Central Idea) (Green): Benjamin Franklin improved community safety through invention and problem-solving.

Teacher Modeling: Founding Fathers HOW Prompt

- Prompt: Explain how the Founding Fathers responded to unfair British rule.
- Statement of Purpose (Blue): People can create change when they respond to problems with action and purpose.
- Yellow Evidentiary Transition: The passage presents the leaders' response, the documents they created, and the steps they took toward resolution.
- Thesis (Central Idea) (Green): The Founding Fathers responded to unfair British rule through leadership and important writing.



Anchor Chart: Yellow Sentence HABIT

Write on chart paper — The Yellow Sentence Should:

- connect the broad idea to the thesis (central idea)
- mention support as a group
- avoid listing every reason
- sound smoother than a body paragraph
- prepare the reader for the thesis (central idea)



Daily Deck Slide

Blue -> Yellow -> Green. The Yellow Evidentiary Transition is the bridge — it groups the support instead of listing every part.

Essential Question

How can a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support?

🕒 Day 2 - Attempt (15 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(D)(i)–(iii)	write using a variety of grade-appropriate sentence lengths, sentence types, and connecting words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

ATTEMPT — Game Title: Ready, SET, Race

Purpose

Students will practice the difference between listing reasons/evidence and collectively referring to support. They will race to decide which middle sentence is stronger and smoother for an introduction.

Game Setup

Students work in pairs or groups of 3. Each group receives:

- a gameboard
- a spinner
- Pencil Guy markers
- sets of game cards: listing cards, collective yellow sentence cards, prompt cards, statement of purpose cards, thesis (central idea) cards

Gameboard Design

The gameboard path should move through: Starting Line -> Broad Bend -> Yellow Lane -> Thesis (Central Idea) Track -> Finish Flag

Students place their Pencil Guy at Starting Line.

Spinner Labels

- Draw a Prompt
- Blue First
- Yellow Check
- Green Finish
- Listing or Grouping?
- Race Ahead

Teacher Script for Directions

Teacher Script

"Today you are going to play Ready, SET, Race.

This game will help you hear and see the difference between a clunky list and a smooth evidentiary transition.

You will build introductions the way runners build momentum.

First blue. Then yellow. Then green.

When you land on Yellow Check, your job is to decide: Is this middle sentence listing every part... or is it grouping the support as a whole?

If it groups the support efficiently, your Pencil Guy moves ahead.

If it lists too much, you stop and fix it."

How to Play

1. Students place their Pencil Guy at Starting Line.
2. One player spins.
3. The spinner tells which type of card to draw or action to take.
4. Groups match: one blue statement of purpose, one yellow evidentiary transition, one green thesis (central idea).
5. If they draw two yellow options, they must decide which one is stronger.
6. The group must explain why the stronger yellow sentence works better.
7. Correct match and explanation = move forward 2 spaces.
8. If the yellow sentence is weak, the group must revise it before moving.
9. First group to reach Finish Flag wins.

Game Card Sets

Set 1: Franklin WHY Prompt

- Prompt Card: Explain why Benjamin Franklin's invention was important.
- Blue Card: Creative thinkers often solve problems in ways that help many people.
- Weak Yellow Listing Card: The passage tells about his experiments, his lightning rod, and his protection of buildings.

- Strong Yellow Collective Card: The passage provides details about Franklin's discoveries and the solution he created to protect communities.
- Green Thesis (Central Idea) Card: Benjamin Franklin's invention was important because it protected buildings and made communities safer.

Set 2: Founding Fathers WHY Prompt

- Prompt Card: Explain why the Founding Fathers' work mattered.
- Blue Card: Strong leaders can respond to unfairness by working toward better solutions.
- Weak Yellow Listing Card: The passage tells about British rule, the Declaration of Independence, and the Constitution.
- Strong Yellow Collective Card: The passage includes information about the leaders' actions, decisions, and efforts to create a fair government.
- Green Thesis (Central Idea) Card: The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.

Set 3: Franklin HOW Prompt

- Prompt Card: Explain how Benjamin Franklin improved community safety.
- Blue Card: Useful ideas can improve life when they are used to solve real problems.
- Weak Yellow Listing Card: The passage tells about the lightning rod, the wire, and buildings being protected.
- Strong Yellow Collective Card: The passage shares the process Franklin used and the invention that helped protect buildings from danger.
- Green Thesis (Central Idea) Card: Benjamin Franklin improved community safety through invention and problem-solving.

Set 4: Founding Fathers HOW Prompt

- Prompt Card: Explain how the Founding Fathers responded to unfair British rule.
- Blue Card: People can create change when they respond to problems with action and purpose.
- Weak Yellow Listing Card: The passage tells about British rule, the Declaration of Independence, and the Constitution.
- Strong Yellow Collective Card: The passage presents the leaders' response, the documents they created, and the steps they took toward resolution.
- Green Thesis (Central Idea) Card: The Founding Fathers responded to unfair British rule through leadership and important writing.

 Answer Key for Game

For every set: the strong yellow collective card is the correct choice; the weak yellow listing card is not the best choice for an introduction.

Why? Because the yellow sentence should:

- group evidence/support efficiently
- bridge blue and green
- avoid sounding like a list of body paragraph points

Teacher Follow-Up Script **Teacher Script**

*"If your yellow sentence sounds like a grocery list, it needs work.
If it sounds like a bridge, it is probably stronger."*

🕒 Day 3 - Discuss and Use (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(C)(ii)	write using content-area vocabulary
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words

DISCUSS



Teacher Script

"Let's talk about what helped your yellow sentence sound smooth."

Discussion Questions

- What is the job of the yellow sentence?
- Why is listing all the reasons weaker than collectively referring to them?
- How is the yellow sentence different from the blue sentence?
- How is the yellow sentence different from the green sentence?
- What words helped your yellow sentence sound collective?

Possible Student Responses

- "It is the bridge between broad and specific."
- "Listing sounds crowded."
- "Blue is bigger and broader."
- "Green is the exact answer."
- "Words like actions, details, solutions, and discoveries helped."

Possible Teacher Responses

- "Yes. The yellow sentence is the bridge."
- "Exactly. Listing too much makes the introduction sound overloaded."
- "That is right. Blue opens the topic, yellow narrows it, and green answers it."
- "Excellent. Collective words help the sentence sound smooth and organized."

Possible Student Questions

- "Can the yellow sentence mention more than one kind of support?"
- "Can I use the word evidence in the yellow sentence?"
- "How do I know if I am being too specific?"

Possible Teacher Responses

- "Yes, but you should group the support instead of listing every part."
- "Yes. You may say things like 'the evidence in the passage' or 'the details in both texts.'"
- "If the sentence starts naming all the reasons one by one, it is probably too specific."

USE (Independent Practice) — Interactive Notebook Activity: Color the GET SET Introduction

Purpose

Students will now write full introduction paragraphs using statement of purpose, evidentiary transition, and thesis (central idea) statement. Then they will trade notebooks and color-code the three parts.

Teacher Script

*"Now you will use this information in a new way.
You have learned blue. You have learned yellow. You have learned green.
Now you will build the full introduction paragraph.
You will begin with a blue statement of purpose, a yellow evidentiary transition, and a green thesis (central idea).
Then you will trade notebooks with a friend.
Your friend will check to make sure all three sentences are there by color-coding them."*

Notebook Directions

1. Choose one prompt.
2. Write a three-sentence introduction paragraph.
3. Trade notebooks with a partner.
4. Partner highlights or colors: blue = statement of purpose, yellow = evidentiary transition, green = thesis (central idea).
5. Partner checks that: blue is broad, yellow groups support, green answers the prompt.

Prompt Choices

- WHY Prompts: Explain why Benjamin Franklin's invention was important. / Explain why the Founding Fathers' work mattered. / Explain why the solutions in both passages were important.
- HOW Prompts: Explain how Benjamin Franklin improved community safety. / Explain how the Founding Fathers responded to unfair British rule. / Explain how Benjamin Franklin and the Founding Fathers improved life for others.

Sample Answer Keys

- WHY: Explain why Benjamin Franklin's invention was important. Blue: Creative thinkers often solve problems in ways that help many people. Yellow: The passage provides details about Franklin's discoveries and the solution he created to protect communities. Green: Benjamin Franklin's invention was important because it protected buildings and made communities safer.
- WHY: Explain why the Founding Fathers' work mattered. Blue: Strong leaders can respond to unfairness by working toward better solutions. Yellow: The passage includes information about the leaders' actions, decisions, and efforts to create a fair government. Green: The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.
- HOW: Explain how Benjamin Franklin improved community safety. Blue: Useful ideas can improve life when they are used to solve real problems. Yellow: The passage shares the process Franklin used and the invention that helped protect buildings from danger. Green: Benjamin Franklin improved community safety through invention and problem-solving.
- HOW: Explain how the Founding Fathers responded to unfair British rule. Blue: People can create change when they respond to problems with action and purpose. Yellow: The passage presents the leaders' response, the documents they created, and the steps they took toward resolution. Green: The Founding Fathers responded to unfair British rule through leadership and important writing.

Partner Check Answer Key

A strong introduction should have: 3 complete sentences, 1 broad blue sentence, 1 grouped yellow sentence, 1 specific green sentence.

Toward the End of the Lesson: Show Everything Built So Far

Teacher Script

*"Now let's step back and admire how much we have built.
At this point, your paper has four paragraphs."*

Daily Deck Slide

- Paragraph 1 = Introduction
- Paragraph 2 = Reason 1 + Evidence + Explanation + Significant Inferencing
- Paragraph 3 = Reason 2 + Evidence + Explanation + Significant Inferencing
- Paragraph 4 = Reason 3 + Evidence + Explanation + Significant Inferencing

Full Example for a WHY Prompt

Prompt: Explain why Benjamin Franklin's invention was important.

Paragraph 1: Introduction — Creative thinkers often solve problems in ways that help many people. The passage provides details about Franklin's discoveries and the solution he created to protect communities. Benjamin Franklin's invention was important because it protected buildings and made communities safer.

Paragraph 2: Reason 1 — One reason Benjamin Franklin's invention was important was that it protected buildings from dangerous fires. The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning." This shows that the lightning rod solved a serious problem by helping many buildings stay safe. Ultimately, communities benefit when people solve dangerous problems in ways that protect others.

Paragraph 3: Reason 2 — Another reason Benjamin Franklin's invention was important was that it used science to create a practical solution. The text stated, "Through experiments, he discovered that metal could conduct electricity." This shows that Franklin used scientific discovery to solve a real-world problem. The big picture is that careful experimentation can lead to inventions that improve everyday life.

Paragraph 4: Reason 3 — A final reason Benjamin Franklin's invention was important was that it improved community safety. The passage explained, "Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer." This shows that Franklin's ideas helped more than one building or one person. As everyone can benefit, useful inventions can strengthen whole communities.

Full Example for a HOW Prompt

Prompt: Explain how the Founding Fathers responded to unfair British rule.

Paragraph 1: Introduction — People can create change when they respond to problems with action and purpose. The passage presents the leaders' response, the documents they created, and the steps they took toward resolution. The Founding Fathers responded to unfair British rule through leadership and important writing.

Paragraph 2: Way 1 — One way the Founding Fathers responded to unfair British rule was by writing the Declaration of Independence. The passage explained, "In 1776, some of these leaders helped write an important document called the Declaration of Independence." This shows that the leaders responded by clearly stating their reasons for freedom. Ultimately, organized action can help people respond to unfairness in meaningful ways.

Paragraph 3: Way 2 — Another way the Founding Fathers responded was through working together to form a new government. The text stated, "The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work." This shows that they created a clear plan for how the country should function. The big picture is that teamwork and planning can help solve large problems.

Paragraph 4: Way 3 — A final way the Founding Fathers responded was by creating fair laws to protect freedoms. The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people." This shows that their response focused on building a better and fairer system. As everyone can benefit, fair solutions can protect

people and strengthen society.

🕒 Day 4 - Award and Target (15 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(E)(i)–(ii)	write formal or informal text using conventions and grammatical structures

AWARD

Teacher Script

*“Today, you built the yellow bridge.
You learned how to move smoothly from a broad beginning to a specific answer.
You learned that strong introductions do not dump every detail into the middle.
They guide the reader.
They group the support.
They get set with purpose.”*

Recognition Ideas

- students draw a small trophy beside their yellow sentence
- students underline the collective words in their evidentiary transition
- students color their best introduction with blue, yellow, and green

Teacher awards titles such as:

- Yellow Bridge Builder
- GET SET Champion
- Smooth Transition Writer
- Color Code Captain
- Introduction Engineer

Quick Class Celebration

Teacher Script

"Blue means?" (Students: "Statement of Purpose!")
 "Yellow means?" (Students: "Evidentiary Transition!")
 "Green means?" (Students: "Thesis (Central Idea)!")
 "What does yellow do?" (Students: "Builds the bridge!")"

TARGET

Teacher Script

"Now let's think about how your introduction is growing."

Reflection Questions

- Did my blue sentence sound broad?
- Did my yellow sentence group support instead of listing everything?
- Did my green sentence answer the prompt clearly?
- Did all three sentences work smoothly together?
- Did my yellow sentence help the reader get ready for the thesis (central idea)?

Curiosity Questions

- Why does a paper sound stronger when the introduction moves smoothly?
- What happens if the middle sentence is too broad?
- What happens if the middle sentence is too specific?
- Why do grouped ideas sound more polished than lists?
- How does the yellow sentence help organize the whole paper?

Goal Stems

- One HABIT I want to keep using is...
- Next time I want my yellow sentence to sound more...
- I still need practice with...
- One thing I noticed about strong introductions is...

Daily Deck Slide

Build the yellow bridge: group the support, don't list it — Blue opens, Yellow bridges, Green lands.

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

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

EXPLAIN



Teacher Script

"Now turn and teach someone else how to build the yellow sentence. Explain why it matters and how it is different from blue and green."

Turn and Teach Sentence Frames

- "The yellow sentence is..."
- "Its job is to..."
- "It is different from blue because..."
- "It is different from green because..."
- "A strong yellow sentence sounds..."

Teacher Listen-Fors

Students should explain:

- that yellow is the middle sentence in the introduction
- that it groups support collectively
- that it bridges broad and specific
- that it should not sound like a list
- that it prepares the reader for the thesis (central idea)

 Daily Deck Slide

Teach the bridge: yellow groups the support and connects the broad opening to the specific thesis (central idea).

Closing Teacher Script **Teacher Script**

"Today, you learned that introductions need more than a beginning and an answer. They need a bridge.

You learned how to write the yellow sentence that helps everything flow.

You learned how to group support instead of listing every part.

And now your writing is getting smoother, stronger, and more complete."

Final Class Phrase **Teacher Script**

"Blue opens..." (Students: "Broad!")

"Yellow bridges..." (Students: "Smooth!")

"Green lands..." (Students: "Specific!")

"GET SET..." (Students: "Makes it TERRIFIC!")"

Module 4 — Exemplar Responses

Use these exemplars to calibrate a strong yellow Evidentiary Transition — the middle sentence of the GET SET introduction. Prompt: Explain why Benjamin Franklin's invention was important. (Blue and green are shown for context; the yellow sentence is what varies in quality.)

- Blue (Statement of Purpose): Creative thinkers often solve problems in ways that help many people.
- Green (Thesis (Central Idea)): Benjamin Franklin's invention was important because it protected buildings and made communities safer.

High Exemplar (Green)

Yellow: The passage provides details about Franklin's discoveries and the solution he created to protect communities.

Why this is a High response: it groups the support collectively ("discoveries," "the solution he created") instead of listing every part, it sounds more focused than the blue opening but less exact than the green thesis (central idea), and it bridges the two smoothly — a true yellow Evidentiary Transition.

Medium Exemplar (Yellow)

Yellow: The passage shows his experiments, his invention of the lightning rod, and his protection of buildings.

What this response needs to improve: it lists three separate parts one by one, so it sounds clunky and starts dragging body-paragraph ideas into the introduction. It needs to group the support with collective phrases like "his discoveries and the solution he created."

Low Exemplar (Red)

Yellow: Benjamin Franklin's invention was important because it protected buildings.

What this response needs to improve: this is really a thesis (central idea), not a bridge — it is too specific and repeats the green sentence. The yellow sentence should preview the support as a group and connect the broad opening to the thesis (central idea), not answer the prompt itself.

Module 4 — Assessment

Formative Assessment

Throughout the week, check whether students can write a significance sentence that goes beyond the text using MICE. Look for: a signal phrase, an idea that grows out of the evidence, and a connection to others (not just the writer).

Independent Task

Give students a reason, evidence, and explanation for one of the passages ("The Invention of Electricity" or "The Founding Fathers"). Students write the fourth sentence — the significance sentence — on their own.

Score for:

- uses a signal phrase (Ultimately, / The big picture is, / From this we can learn that,)
- goes beyond the text to a bigger idea
- grows out of the reason and evidence (does not wander off-topic)
- connects the learning to others

Teacher Note: For the independent task, make sure students are stretching to significance — going beyond the text — rather than repeating the explanation, before moving to longer responses in later modules.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0–5 fingers to show how sure they are they can explain what the yellow Evidentiary Transition does.
- Visual/Physical — Attempt — Sort It: Students sort yellow sentences into two piles: "Lists" and "Groups the support."
- Written — Discuss/Use — One-Sentence Summary: Students write one yellow sentence that groups the support collectively and bridges a broad opening to a thesis (central idea).

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through student discussion.
- Look — observe a signal, sort, or performance.
- Collect — have students produce something you can examine.

Module 4 — Intervention Activity: List or Lift?

Field	Detail
Purpose	To support students who need extra practice distinguishing between listing and collectively referring.
Relevant TEKS Breakout	12B(i) compose informational texts...using a clear central idea; 11B(i) organizing with purposeful structure, including an introduction
Relevant ELPS	4(C)(ii) content-area vocabulary; 4(F)(i) write to explain with detail

Teacher Script

*"We are going to slow down and listen carefully.
Some sentences list.
Some sentences lift the writing by grouping ideas together.
Your job is to hear the difference."*

Small Group Steps

1. Teacher reads two yellow sentence options aloud.
2. Students decide: Which one lists? Which one lifts the writing?
3. Students explain why.
4. Students revise one weak listing sentence into a stronger collective sentence.

Example 1

- Weak Listing Sentence: The passage tells about the lightning rod, the wire, and safe buildings.
- Strong Collective Sentence: The passage shares the invention Franklin created and the way it helped protect communities.
- Correct Answer: Weak = lists; Strong = lifts the writing.

Example 2

- Weak Listing Sentence: The passage tells about British rule, the Declaration of Independence, and the Constitution.
- Strong Collective Sentence: The passage presents the leaders' response and the important steps they took toward a fair government.
- Correct Answer: Weak = lists; Strong = lifts the writing.

Sentence Frames

- The weak sentence lists...
- The strong sentence groups...
- A better yellow sentence could be...
- This sentence works because...

Module 4 — Embedded Formative Checks

Quick, in-the-moment checks woven into the lesson. Each row: the prompt, what mastery looks like, the warning sign, and how to respond.

Embedded Check	Looks Like Mastery	Warning Sign	Quick Response
Ask which color is the Evidentiary Transition.	Students say yellow and can explain it bridges blue and green.	Students confuse the parts.	Re-anchor with the GET SET colors (blue, yellow, green).
Hold up a yellow sentence; ask list or group.	Students decide correctly and explain why.	Students guess without a reason.	Anchor: listing names each part; grouping refers to the support as a whole.
Ask students to group support into one phrase.	Students use a collective phrase ("the details in the passage").	Students name reason 1, 2, and 3.	Model turning a list into a grouped phrase.
Ask how yellow differs from green.	Students say yellow groups support; green gives the exact answer.	Students repeat the thesis (central idea) as the middle.	Show both sentences side by side.

Module 4 — Enrichment Activity: Yellow Sentence Makeover

Field	Detail
Purpose	To challenge students who are ready for higher-level thinking by revising weak introduction middles into polished evidentiary transitions.
Relevant TEKS Breakout	12B(ii) compose informational texts...using genre characteristics; 12B(iii) using craft
Relevant ELPS	4(D)(i)-(iii) sentence types and connecting words; 4(F)(i) write to explain with detail

Teacher Script

*"You are ready to do more than identify the stronger sentence.
You are ready to improve the weaker one."*

Student Task

1. Read a weak listing sentence.
2. Rewrite it as a strong collective evidentiary transition.
3. Pair it with a blue statement of purpose and a green thesis (central idea).
4. Explain why your revision sounds stronger.

Enrichment Set 1

- Weak Yellow: The passage tells about experiments, the lightning rod, and buildings being safe.
- Possible Strong Revision: The passage includes details about Franklin's discovery process and the solution that helped protect communities.

Enrichment Set 2

- Weak Yellow: The passage tells about British rule, important leaders, and the Constitution.
- Possible Strong Revision: The passage presents the leaders' response and the actions they took to create a fairer system of government.

Advanced Extension

Students write one blue sentence, one yellow sentence, and one green sentence for both a WHY prompt and a HOW prompt. Then they underline:

- the broad words in blue
- the grouping words in yellow

- the exact answer words in green

Module 4 — Writing Opportunities

Ways to give students authentic practice writing a yellow Evidentiary Transition across the week.

Quick Writes

- Give a blue opening and a green thesis (central idea); students write only the yellow sentence that bridges them.
- Students rewrite a listing sentence into a grouped (collective) Evidentiary Transition.

Building the Full Introduction

- Students write all three introduction sentences (blue, yellow, green) for one prompt and color-code them.
- Students write a full GET SET introduction for one WHY prompt and one HOW prompt.

Stretch

- Students draft two yellow options for the same introduction and explain which one bridges more smoothly.
- Students write a full three-color introduction for a paired-passage prompt using "the details in both texts."

Connection to the ECR

Every yellow Evidentiary Transition students draft here becomes the middle sentence (the E in GET SET) of their extended constructed response — the bridge that carries the reader from the broad opening to the specific thesis (central idea).

Module 4 — Auditory Engagement

Give every learner a chance to HEAR and SAY the thinking, not only read it. These moments are built around this module's work — writing a yellow Evidentiary Transition:

- Choral-read a grouped yellow sentence aloud ("The passage provides details about Franklin's discoveries and the solution he created"); students signal thumbs-up when it sounds like a smooth bridge, not a list.
- "List or lift?" call-and-response: teacher reads a yellow sentence, students call "List!" or "Lift!" and say one reason.
- Say it as a group: partners turn a listing sentence into a grouped one out loud before writing it.
- Echo the routine: "Blue opens broad! Yellow bridges smooth! Green lands specific! GET SET makes it terrific!"

Module 4 — Pause Points

Built-in moments to stop, think, and self-check while writing the yellow Evidentiary Transition.

II Pause Point 1 — Before Writing the Yellow Sentence

Stop and think: My blue sentence opened broad. Now the yellow sentence must group the support — not list every reason. What collective phrase can I use ("the details in the passage," "the actions taken")?

II Pause Point 2 — After Writing the Yellow Sentence

Stop and think: Does my yellow sentence group the support as a whole, or does it name each part one by one? Does it sound smoother than a body paragraph and more focused than the broad opening?

II Pause Point 3 — Checking the Whole Introduction

Stop and think: Do my three sentences flow — blue broad, yellow grouped bridge, green specific answer? If the yellow sounds like a grocery list, I revise it into a bridge.

Module 4 — At-Home Practice

Task Card 1 — List or Group?

Say two versions of a sentence to your child — one that lists ("The passage tells about the rod, the wire, and buildings") and one that groups ("The passage shares the invention Franklin created and how it helped communities"). Have them say which one sounds smoother and why.



Task Card 2 — Build the Bridge

TEKS 11B(i). Have your child open a topic with a big idea (blue), then say a grouped middle sentence (yellow) using a phrase like "the details in the passage" or "the actions taken," then give the exact point (green).



Task Card 3 — Fix the List

Give your child a listing sentence and challenge them to rewrite it as a grouped Evidentiary Transition — turning "This tells about A, B, and C" into "This shares the ___ and the ___."



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 writing a yellow Evidentiary Transition using both the Electricity and Founding Fathers passages, 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 set	I can do it
Say what GET SET stands for and which sentence is yellow.			
Tell a listing sentence from a grouped (collective) one.			
Use collective phrases to group the support.			
Write a yellow sentence that bridges the blue opening and green thesis (central idea).			
Build a full three-sentence introduction (blue, yellow, green).			

One thing I am proud of:

One thing I want to get better at:

Module 4 — Closure

Teacher Script

"Today, you learned that introductions need more than a beginning and an answer. They need a bridge. You learned how to write the yellow sentence that helps everything flow, and how to group support instead of listing every part. Now your writing is getting smoother, stronger, and more complete."

Exit Reflection Question

Students write in their notebook: "The most important thing I learned about the yellow Evidentiary Transition is..." Possible student responses: "It is the middle sentence of the introduction," "It groups the support instead of listing it," "It bridges the broad opening and the specific thesis (central idea)."

Teacher Closing for Discussion

Teacher Script

"Blue opens broad, yellow bridges by grouping the support, and green lands on the specific answer. If the yellow sentence sounds like a grocery list, it needs work; if it sounds like a bridge, it is stronger."

Final Class Phrase — Teacher: "Blue opens..." Students: "Broad!" Teacher: "Yellow bridges..." Students: "Smooth!" Teacher: "Green lands..." Students: "Specific!" Teacher: "GET SET..." Students: "Makes it TERRIFIC!"

m4-virtual-adjustment



Virtual Classroom Adjustment for Remote Learners

Teaching this module to remote or computer-based learners? Keep every activity — just adjust HOW students sort and share as they learn the yellow Evidentiary

Transition:

- Display two yellow sentences on screen (one listing, one grouping); students type "List" or "Group" in the chat with a reason.
- Keep the collective-phrase list on screen ("the evidence in the passage," "the actions taken," "the solutions developed") for students to build a grouped sentence.
- Build the GET SET introduction in a shared doc with three colored lines: blue (broad), yellow (grouped bridge), green (specific), and have partners color-check each other's.
- Model the makeover on screen: take a listing sentence and revise it live into a grouped Evidentiary Transition.
- Screen-share one strong introduction and have the class point to the broad blue, the grouped yellow, and the specific green.