

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 8

Research Capstone

TEACHER LESSON PLAN GUIDE

Grade 3 • Cluster 8

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Statement of Purpose

Cluster 8 is the Grade 3 research capstone. Students bring together everything they have learned to investigate a place, a problem, and the people who respond to it, then turn their research into one clear paper.

Through a research lens of PLACE, PROBLEM, PEOPLE, and TRANSFER, students gather evidence from sources, weigh a problem and its solutions, consider people's choices and service, and synthesize it all into a single proof for their community. This cluster carries the highest stamina of the year.

Abstract

Module 1, PLACE - From Resource to Evidence, opens the research investigation. Module 2, PROBLEM - From Question to Solution, moves from a research question to a solution.

Module 3, PEOPLE - Choices, Service, and Memory, weighs how people respond, and Module 4, TRANSFER - One Paper, One Proof, One Community, brings the research together into a finished paper. Because this is a research and synthesis cluster, the weekly rhythm builds toward convergence and a final synthesis capstone.

Standards at a Glance

The TEKS below are taught and practiced across Cluster 8. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

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

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

MODULE

1

**PLACE — From Resource to
Evidence**

Week 1 • 5 Days • Approximately 20 Minutes Per Day

Module 1: PLACE — From Resource to Evidence

Week 1 - 5 Days - Approximately 20 Minutes Per Day

Research Grows When a Familiar Fact Becomes New Evidence

Teacher Script

"Research grows when students learn that a familiar fact can become new evidence."

Why This Module Matters

Students begin with PLACE because the Grade 3 passage sequence repeatedly shows that communities do not grow in empty space. The Nile, Plymouth, Poverty Point, the frontier, and modern transportation all reveal the same pattern: the environment offers possibilities and limits, while people decide what to do with them. This week also establishes the research-paper difference between collecting facts and selecting evidence to prove a reason.

Our Overarching Question

How does the place around a community create both opportunities and challenges?

Answer by the End

A place creates opportunities by providing resources such as water, soil, forests, harbors, and travel routes, but it can also create challenges such as floods, drought, distance, scarcity, and harsh weather. Communities grow when people study those conditions and make thoughtful choices about how to use, adapt to, or protect the place.

Weekly Writing Product

Independent U Product: A complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

Source Focus: Passage 15 (P15), Community Quest Kids (S1, simulated), Passage B, Passage 1, Passage 2, Passage 3, Passage 9.

Family Letter

Dear Families,

This week your child is beginning Module 1 of Cluster 8, PLACE: From Resource to Evidence. The class will investigate this question: How does the place around a community create both opportunities and challenges? Students are building one part of a monthlong research paper that answers, What helps a community grow strong?

The independent writing product for this week is: A complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong. Students will use direct quotations and paraphrases as evidence, give source credit, and explain how the evidence proves one reason in the final thesis (central idea). The research project is also a celebration of the entire Grade 3 year. Familiar passages will return as evidence, so your child may remember reading about the Nile, Plymouth, the traveling shell, Laura Ingalls Wilder, Carmen Lomas Garza, laws, scientific discoveries, inventors, businesses, honesty, service, Dr. Martin Luther King Jr., and President John F. Kennedy.

Ask your child to teach you the week's question and show you one Q note, one P note, and one E2 explanation. Q means a direct quotation, P means a paraphrase, and E2 is the student's own reasoning.

Sincerely, The Writing Academy®, LLC and your child's teacher.

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza el Módulo 1 del Grupo 8, PLACE: From Resource to Evidence. La clase investigará esta pregunta: How does the place around a community create both opportunities and challenges? El alumnado está construyendo una parte de un trabajo de investigación de un mes que responde: What helps a community grow strong?

El producto de escritura independiente de esta semana es: A complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong. Los estudiantes usarán citas directas y paráfrasis como evidencia, darán crédito a las fuentes y explicarán cómo la evidencia comprueba una razón de la tesis (idea central). Este proyecto también celebra todo el año de tercer grado. Los textos conocidos regresarán como evidencia para que los estudiantes conecten lo aprendido durante el año.

Pídale a su hijo o hija que le enseñe la pregunta de la semana y que le muestre una nota Q, una nota P y una explicación E2. Q significa una cita directa, P significa una paráfrasis y E2 es el razonamiento propio del estudiante.

Atentamente, The Writing Academy®, LLC y el maestro o la maestra de su hijo o hija.

Module 1 — Family Conversation Starters

Families are partners in this work. These starters are an invitation to talk rather than an additional family assignment. None of them can be answered with only yes or no.

- Teach me your module question: How does the place around a community create both opportunities and challenges?
- Show me one piece of evidence and explain why it has a job in your paper.
- What is the difference between a direct quotation, a paraphrase, and E2?
- Which earlier passage returned this week, and what new job did it perform?
- What did you award yourself for, and what target did you set?
- What new curiosity did your research create?

Simple Family Activity — Three-Minute Turn and Teach

The student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves. The family member asks one follow-up question beginning with why or how.

Module 1 — Lesson Overview and Standards

Lesson Overview

Cluster 8 is the Grade 3 research capstone. It changes the purpose of reading: students no longer read each passage only to practice one separate response skill. They retrieve knowledge from the entire year, compare source forms, collect and corroborate evidence, and synthesize what they know into one sustained research paper and public presentation. Module 1 begins with PLACE because the Grade 3 passage sequence repeatedly shows that communities do not grow in empty space. The Nile, Plymouth, Poverty Point, the frontier, and modern transportation all reveal the same pattern: the environment offers possibilities and limits, while people decide what to do with them. This week also establishes the research-paper difference between collecting facts and selecting evidence to prove a reason.

BIG Goal: Students will use evidence from more than one source to write a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

The full research paper is built across the cluster: a SET introduction (Statement, Evidence-preview, Thesis (Central Idea)) previews PLACE, PROBLEM, and PEOPLE; three body paragraphs each begin with one clear R (reason) and repeat E1 (evidence) and E2 (the researcher's own explanation) until the reason is proven; and an R1-R2-R3 conclusion (Restate, Reference the evidence collectively, Reflect) closes the paper. The paper is argumentative in its thinking even though it uses informational research.

Writing TEKS for This Module

TEKS	Where It Is Applied in This Module
11B(i)	SET introduction and purposeful organization
11B(ii)	R1-R2-R3 conclusion and whole-paper closure
11B(iii)	Relevant evidence, sustained E2, and engaging connections
13A-H	Research planning, source use, evidence collection, synthesis, citation, and presentation
11C(i-x)	Revision for sentence structure, word choice, coherence, and clarity
11D(i-xxxii)	Cumulative editing of the weekly writing and final publication

Writing ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
2(E)	use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions
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

Module Learning Destination

I Can: I can answer the module question, use evidence from more than one source, and complete a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

I Will: I will distinguish direct quotations from paraphrases, credit borrowed information, and write E2 explanations that show what my evidence proves.

Module 1 — Learning Destination

Module Learning Objective

Students will answer the module question, use evidence from more than one source, and write a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

I Can

- I can answer the module question, use evidence from more than one source, and complete a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

I Will

- I will distinguish direct quotations from paraphrases, credit borrowed information, and write E2 explanations that show what my evidence proves.

★ Daily Deck

Daily Deck - Module Slide 2: the Learning Destination — I can use research evidence to complete a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

Success Criteria

- My R (reason) matches the first thesis (central idea) reason.
- I use at least one direct quotation and one paraphrase from at least two approved sources.
- Every quotation has quotation marks and source credit; every paraphrase changes words and structure and has source credit.
- After each E1, my E2 explains meaning, importance, and how the evidence proves the R.
- A linking sentence connects place and human choice.

Evidence That Will Demonstrate Mastery

- The independent Body Paragraph 1 draft.
- Game placements with oral because statements (Day 2).
- The Day 5 oral teaching and module exit ticket.

Language Domains

This module builds all four language domains as students learn to select evidence from sources and explain how it proves a reason. 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 source statements read aloud and decide Q (direct quotation), P (paraphrase), or E2 (their own reasoning) before writing.
Speaking	Students defend every game placement with a "because" statement and teach their evidence aloud at the Place Expert Press Conference.
Reading	Students reread selected sections of research sources to locate relevant evidence and identify source form.
Writing	Students write Body Paragraph 1 — an R (reason), E1 (evidence) with source credit, sustained E2 (explanation), and a linking sentence.

Module 1 — Rigor and Misconceptions

Rigor Safeguard

You may reread a source aloud, provide selected excerpts, and let students use the anchor charts, organizer, and sentence frames. You may provide access through partner reading or audio. You may not choose a student's evidence, decide whether a detail is relevant, write an E2 sentence, or supply the proof. The student must still select evidence that matches the R, decide Q or P, give source credit, and explain how the evidence proves the reason.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify a source, a fact, and its form.	Supported. The teacher may reread a short excerpt.	The student names the source and states a fact from it.
Inferential	Decide whether a detail is relevant to the R and choose Q or P.	Guided on Days 1 and 2, independent by Day 3.	The student selects relevant evidence and justifies Q or P with source credit.
Evaluative	Explain how the evidence proves the R and corroborate across sources.	Partner discussion on Day 3, independent on Day 5.	The student writes sustained E2 and connects two sources to the same reason.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
More facts make a stronger paper.	A teacher may reward long lists of details.	Ask, "What job does each fact perform? Which prove the R, and which are only interesting?"
A quotation is always stronger than a paraphrase.	A teacher may push students to quote everything.	Ask, "Do the exact words matter here, or does the idea matter more?"
Evidence speaks for itself.	A teacher may accept E1 with little E2.	Require E2 after every E1: meaning, importance, and proof.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Research means copying every interesting fact.	The student lists details with no reason.	Point to the R and ask which sentence proves that exact reason.
A place builds a community by itself.	The student names resources but no human choice.	Ask, "What did people do with the resource?"
Any river or road detail belongs in the paper.	The student adds irrelevant facts.	Ask, "Interesting or relevant? Does it prove the R?"

Module 1 — Thinking Levels

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

The Five Thinking Levels

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

Module 1: PLACE — From Resource to Evidence

Focus: research synthesis, one body paragraph.

Level	Student Thinking	HABIT / Task
Recall	Name a source, a fact, and its form.	Identify: Locate a relevant detail and its source.
Skill		Categorize: Build the evidence chain and decide quotation or paraphrase.
Strategic	Explain how a piece of evidence proves the R and corroborate with a second source.	Connect: Write E2 that links evidence to the reason and confirm it across sources.
Extended	Draft and revise a body paragraph and set a precise research target.	Analyze & Revise: Compose R-E1-E2 with source credit and improve the proof.

Teacher Script

“Class, as we research this week, we start at Recall, where we find a source and a fact. Then we move to Skill, where we build the evidence chain and decide Q or P. As we get stronger, we reach the Strategic level, where we explain how the evidence proves our reason and confirm it with a second source. Finally, we reach the Extended level, where you draft your body paragraph and set a target to make your proof stronger. This is how we build our research stamina!”

Oral-Rehearsal Frame: The Research Connection

Teacher Script

“Let's rehearse out loud before we write. The R is _____. My evidence is _____ (Q or P) from _____. This means _____. This matters because _____. This helps prove my R because _____. On the state writing assessment, you will be asked to use evidence and explain your thinking, so learning to add E2 after every E1 will help you all year.”

Module 1 — Vocabulary

Tier 1 Vocabulary

Everyday words needed to talk, read, write, and participate in this module. Teacher script: "These are everyday words you may already know, but we will make them precise enough for research. Say each word, explain it in simple language, and use the oral frame."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
place	the location where something is found or happens	This place provides ____.
water	a resource people, animals, and plants need	The community used water for ____.
land	the ground and natural area around a community	The land created an opportunity to ____.
river	a large natural stream of water	The river helped people ____.
road	a path used for travel	The road connected ____.
home	a place where a person or family lives	People built homes with ____.
people	human beings in a place or group	People chose to ____.
need	something necessary	The community needed ____.
use	to put something to a purpose	People used the resource to ____.
grow	to become larger, stronger, or more developed	A community can grow when ____.

Tier 2 Vocabulary

Academic research and writing words needed to complete the module successfully. Teacher script: "These are academic thinking words. They help us make research decisions, explain evidence, and talk about the structure of our writing. Say each word and use it in a sentence about this module."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
research	a careful investigation used to answer and prove	My research helps prove ____.
source	a place from which information comes	This source is useful because ____.
evidence	information used as proof	My evidence shows ____.
direct quotation	an author's exact words inside quotation marks	I selected the quotation ____.
paraphrase	a source idea stated in new words and structure	I paraphrased the idea that ____.
attribute	to name the source of borrowed words or ideas	I attributed the evidence to ____.
claim	an answer or idea the writer will prove	My claim is ____.
relevant	directly connected to the point being proved	This detail is relevant because ____.
corroborate	to confirm an idea with another source	A second source corroborates ____.
synthesize	to combine information and thinking into a new understanding	I synthesized the sources by ____.

Tier 3 Vocabulary

Passage-specific and concept-specific words drawn from the supplied sources. Teacher script: "These words belong especially to the passages and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use."

Word	Student-Friendly Meaning	Say It This Way
geography	the study of places and how people interact with them	jee-OG-ruh-fee
resource	something useful that helps people meet a need	REE-sors
fertile	able to support strong plant growth	FER-tuhl
harbor	a sheltered area of water where ships can stop safely	HAR-ber
settlement	a place where people establish a community	SET-uhl-ment
adapt	to change in response to conditions	uh-DAPT
modify	to change something	MOD-uh-fy
scarcity	not having unlimited amounts of something wanted or needed	SKAIR-suh-tee
artifact	an object that gives evidence about people in the past	AR-tuh-fakt
archaeologist	a person who studies the past through objects and places	ar-kee-OL-uh-jist
transportation	ways people and goods move	trans-por-TAY-shun
trade	the exchange of goods, resources, or services	TRAYD



Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 1 — Background Knowledge and Teacher Context

Student Background Knowledge Needed Before Instruction

- Students have practiced several writing modes during the year.
- Students know that a thesis (central idea) answers a prompt.
- Students know that evidence comes from a source and explanation comes from the writer.
- Students can locate details in numbered or titled passage sections.
- Students have encountered the earlier passages listed in the yearlong connection map.

Teacher Context Knowledge

- The supplied Cluster 8 passages are evidence banks, not single-sitting read-aloud requirements. Use selected sections strategically and provide access through rereading, partner reading, audio, or excerpts as needed.
- The two simulated sources must remain labeled simulated. They are realistic practice forms, not real publications.
- Students should not be required to use every prior passage. Strong research selects the smallest set of strongest evidence.
- A direct quotation is not automatically better than a paraphrase. The writer chooses based on the job of the evidence.
- E2 should normally continue for multiple sentences until meaning, importance, and proof are clear.
- The final paper is argumentative in its thinking even though it uses informational research and several other writing structures.

Possible Student Misconceptions

- Research means copying every interesting fact from a source.
- A place automatically creates a strong community without human choices.
- A direct quotation is always stronger than a paraphrase.
- Any detail about a river, forest, or road belongs in the paper.
- A fictional passage cannot support thinking; or, on the opposite extreme, fiction can be treated as a verified historical record.



Teacher Script

"Misconceptions are not signs that a student cannot research. They are clues showing which part of the research process needs to become visible. Name the exact confusion, model one decision, and return the student to the source and the paper job."

About the Module 1 Sources

Passage 15, "A Place to Grow: How Geography Helps Build a Community," is the main PLACE evidence bank. It shows the repeated relationship between geography and human choice across the Nile, Plymouth, Poverty Point, the frontier, and modern transportation. Community Quest Kids is a simulated educational website used for source-form practice and corroboration; students must label it simulated. Earlier passages return as corroborating evidence: Passage B (the traveling shell and Poverty Point), Passage 1 (the Pilgrims at Plymouth), Passage 2 (life along the Nile), Passage 3 (Laura Ingalls Wilder and frontier life), and Passage 9 (Henry Ford and transportation).

Module 1 — Materials and Module at a Glance

Educator Preparation and Materials to Gather

- Passage 15, Community Quest Kids, and selected earlier passages or excerpts
- Place Evidence Expedition case mats and cut-apart evidence cards
- PLACE-RESOURCE-CHALLENGE-CHOICE-IMPACT tokens
- Research notebooks, source identity records, Q/P evidence cards, and highlighters
- Daily Deck - Module 1
- Student Interactive Research Notebook and the reproducibles in the resource section
- Colored pencils or highlighters for Q, P, E1, E2, source credit, and thesis (central idea) connections
- Timer, envelopes or Practice Pockets, scissors, and reusable game pieces
- Virtual copies of cards and organizers for remote or hybrid instruction

Module at a Glance

Day	Stage	Stage Minutes	Opening/Closing	Focus
Day 1	G + R	3 + 12	5	Attention hook, background, model, and checks
Day 2	A	14	3 + 3	Place Evidence Expedition
Day 3	D + U	8 + 10	2	Discussion and independent writing
Day 4	A + T	9 + 8	3	Evidence-based award and precise target
Day 5	E	10	8 + 2	Place Expert Press Conference and module check

Module 1 — Daily Deck Storyboard

The slide numbers restart at 1 in every module. Every item a teacher would otherwise write on the board appears in the Daily Deck. The complete PowerPoint is delivered separately; this storyboard lets the teacher preview the instructional sequence.

Slide	Title	Student-Facing Content or Visual
1	Module 1: PLACE: From Resource to Evidence	How does the place around a community create both opportunities and challenges?
2	Learning Destination	I can use research evidence to complete a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.
3	GATHER + REVEAL	Monday stages and purpose
4	The Empty Community Challenge	Display five objects or images: a cup of water, a piece of wood, a shell, a road, and an empty box labeled COMMUNITY. Ask students which object can build a community by itself.
5	First Prediction	What do you think before the background is revealed?
6	Final Cluster Prompt	Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.
7	Week Reason	One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.
8	Anchor Chart	Research vs. Report: A report tells facts about a topic. Research begins with a question, develops an answer, and uses selected evidence to prove that answer.

9	Anchor Chart	Final Prompt: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.
10	Teacher Model	Model with the Passage 15 idea that the Nile provided water, fertile soil, food, and transportation. Demonstrate that listing those facts is a report move. Then state a reason and explain how the facts prove that people used geographic resources to meet needs.
11	Check for Understanding 1	Which sentence is only a fact?
12	Check for Understanding 1 - Answer	The Nile River provided water.
13	ATTEMPT	Place Evidence Expedition
14	Game Roles and Pieces	Reader; Card Cartographer; Evidence Checker; Reason Reporter. Five case mats: Nile River, Plymouth, Poverty Point, Frontier Life, Modern Transportation; Thirty cut-apart evidence cards; Five token types: PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT
15	Game Directions 1-2	Place one case mat in the center and shuffle its six matching cards with two distractors from another case. The Reader reads every card aloud before anyone touches a token.
16	Game Directions 3-4	The team selects the cards that correctly build the chain PLACE - RESOURCE - CHALLENGE - CHOICE - IMPACT. The Evidence Checker identifies which card could be quoted exactly and which should be paraphrased.

17	Game Directions 5-7	The Card Cartographer places the Q or P token and the Source Credit token. The Reason Reporter explains: This evidence helps prove that communities grow strong when... Check the answer key only after the team gives its explanation. Award one point for each correct link and two points for a complete proof sentence.
18	Game Round 1	Nile River
19	Game Round 2	Plymouth
20	Game Round 3	Poverty Point
21	Answer Key and Debrief	Nile River: Nile cards in PLACE-RESOURCE-CHALLENGE-CHOICE-IMPACT order; source card identifies Passage 15 and Passage 2. Plymouth: Plymouth cards in order; source card identifies Passage 15 and Passage 1. Poverty Point: Poverty Point cards in order; source card identifies Passage 15, Passage B, and Community Quest Kids.
22	DISCUSS + USE	How can a writer turn place-based facts into an organized paragraph that proves one reason?
23	Discussion Question 1	What made a card relevant rather than merely interesting?
24	Discussion Question 2	Why did some cases need more than one source?
25	Discussion Question 3	Why is the human choice necessary?
26	Independent U Directions	Independently write Body Paragraph 1. Begin with the assigned R. Use one direct quotation and one paraphrase from at least two approved sources. After each E1, write multiple E2 sentences explaining what the evidence means, why it matters, and how it proves the R. End with a linking sentence.

27	Independent U Checklist	R topic sentence matches the first thesis (central idea) reason; E1-A direct quotation with accurate quotation marks and source credit; at least two E2 sentences after E1-A; E1-B paraphrase with source credit; at least two E2 sentences after E1-B; a linking sentence connecting place and human choice.
28	AWARD + TARGET	Award specific evidence of growth. Target one precise next move or curiosity.
29	EXPLAIN TO OTHERS	Place Expert Press Conference: My R states...; One source I used was...; I quoted the words... because...; I paraphrased the idea that...
30	Module Exit Ticket and Answer	A place creates opportunities by providing resources such as water, soil, forests, harbors, and travel routes, but it can also create challenges such as floods, drought, distance, scarcity, and harsh weather. Communities grow when people study those conditions and make thoughtful choices about how to use, adapt to, or protect the place.

Module 1 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the research HABIT: research uses selected evidence to prove an answer. Use one whenever the class changes activities, when energy dips, or right before a new research task.

This Module's Routine: "Q, P, or E2 Freeze"

Teacher Script

"Tiny Time! I will read a quick statement. Freeze and show Q with two fingers for a direct quotation, P with one open palm for a paraphrase, or point to your head for E2 (your own reasoning). Then whisper your reason to a neighbor."

How to run it:

- Signal the class and get all eyes on you.
- Read a fast statement (for example, "A place gives people resources and challenges.").
- Students freeze in the Q, P, or E2 pose, then whisper why.
- Call two or three statements in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the statement each time so the Tiny Time stays fresh all week.

Module 1 — Mentor Moves: Research vs. Report

Teacher Script

"Watch how I think like a researcher. A report tells facts about a topic. Research begins with a question, develops an answer, and uses selected evidence to prove that answer. My job is not to collect the most facts. My job is to select the facts with the strongest jobs."

Report	Research
Tells facts about a topic.	Begins with a question, develops an answer, and uses selected evidence to prove that answer.
"The Nile River provided water." (a fact)	"The Nile helped a community grow because people used its water, soil, and travel route to meet several needs." (research thinking)

The Research Move, One Step at a Time

Model the decision sequence: R -> source -> Q or P -> source credit -> E2.

Teacher Script

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

Move	What the Researcher Does	Example
R — Reason	Name the reason this paragraph must prove.	One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.
E1 — Evidence (Q or P)	Choose a direct quotation (exact words in quotation marks) or a paraphrase (the idea in new words), and give source credit.	Passage 15 explains that the Nile River provided water, fertile soil, fish, and a route for transportation.
E2 — Explanation	Explain meaning, importance, and how the evidence proves the R — for several sentences.	This means the river supported several needs at the same time, but people still had to farm the soil, build boats, and organize life around the flood cycle. The evidence proves that a useful place becomes more powerful when people make thoughtful choices.
Corroborate	Add a second source that confirms or extends the idea.	Community Quest Kids states, "A place gives people resources and challenges."
Link	Connect the reason back to the thesis (central idea) or the next section.	Together, the sources show that geography can open possibilities, but people strengthen a community by deciding how to use what the place provides.

Teacher Script

"Notice that evidence cannot explain itself. After every E1, the researcher's own voice — E2 — must explain what the evidence means, why it matters, and how it proves the R. When you write your body paragraph, keep your researcher voice louder than the source voices."

Before Students Read

This is a research source — an evidence bank, not a single-sitting read-aloud. Preview it with students, then reread selected sections to collect evidence. As you read, mark evidence to use later: use Q for a direct quotation (an author's exact words) and P for a paraphrase (a source idea in new words), and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

PASSAGE 1 — A Place to Grow: How Geography Helps Build a Community

[1] Every community begins in a place.

[2] That place might be beside a river, near a forest, across a wide plain, or close to a harbor. The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. Wherever people live, the geography around them creates both opportunities and challenges.

[3] Throughout history, people have had to ask important questions before a community could grow.

[4] Where will we get water?

[5] How will we find or grow food?

[6] What materials can we use for homes?

[7] How will we travel?

[8] What can we do if our community does not have a resource we need?

[9] The answers have been different in different places, but one idea appears again and again: where people live affects how they live.

[10] Water Changes Everything

[11] Water is one of the first resources people need when deciding where to live. People need water for drinking, cooking, cleaning, farming, and caring for animals. Rivers can also provide fish and create routes for transportation.

[12] Ancient Egypt is one example.

[13] Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land. Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.

[14] For thousands of years, the Nile flooded nearby land. After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.

[15] The river also provided fish, drinking water, and a way to move people and goods.

[16] Instead of struggling across the hot desert, travelers could use boats on the Nile. Farmers, merchants, builders, and families all benefited from the river.

[17] Over time, villages and cities grew near the Nile.

[18] The Nile did not build those communities. People did. However, the river gave people resources they could use.

[19] This same pattern can be seen in many other places. Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.

[20] People Use What the Land Provides

[21] Water is important, but communities need other resources too.

[22] People have often looked at the land around them and asked, What can we use?

[23] Forests can provide wood.

[24] Grasslands can provide space for grazing animals and growing certain crops.

[25] Rivers can provide water and transportation.

[26] Coastal areas can provide fish and access to waterways.

[27] Good soil can support farming.

[28] The Pilgrims who arrived in present-day Massachusetts in 1620 also had to think about their environment.

[29] After crossing the Atlantic Ocean on the Mayflower, they needed a place where they could establish their settlement. They eventually settled at Plymouth, an area within the homeland of the Wampanoag people and a place that had previously been home to the Patuxet people.

[30] The location offered resources the English settlers needed.

[31] Fresh water was nearby. Forests provided timber that could be used for shelters and fires. The harbor provided access for ships. Land that had previously been cleared could be used for planting.

[32] The settlers still faced enormous challenges, especially during their first winter, but geography affected the choices they made.

[33] The same idea can be seen on the American frontier many years later.

[34] Families such as the Ingalls family, whose experiences Laura Ingalls Wilder later described in her books, lived in several different environments. In forested areas, wood was available for building. On open grasslands, trees could be harder to find, so people sometimes used other materials.

[35] People adapted their homes, work, transportation, and daily routines to the environments in which they lived.

[36] Geography Creates Challenges Too

[37] A good location does not provide everything.

[38] A river may flood.

[39] A plain may experience drought.

[40] A forest may provide timber but make travel difficult.

[41] A desert may have valuable resources but little water.

[42] Cold climates may create short growing seasons. Hot climates may make farming difficult without enough water.

[43] Throughout history, communities have survived by learning how to respond to these challenges.

[44] Ancient Egyptian farmers learned to work with the Nile's flood cycle.

[45] Frontier families stored food and fuel for winter.

[46] Farmers in different regions selected crops that could grow in their local environments.

[47] People developed tools, shelters, farming methods, roads, boats, and other solutions because geography required them to solve problems.

[48] In other words, people do not simply live in an environment.

[49] They adapt to it.

[50] Sometimes they also modify it.

[51] Farmers dig irrigation channels to carry water toward crops. Builders construct roads and bridges. Communities clear land, build harbors, or create dams.

[52] These changes can make life easier, but they also remind us that people must think carefully about how their choices affect the environment.

[53] What Happens When a Community Does Not Have What It Needs?

[54] No place has every resource.

[55] Imagine that one community has plenty of stone but no seashells.

[56] Another has shells from the coast but needs a type of stone found far away.

[57] What can they do?

[58] They can trade.

[59] Trade allows people to exchange resources, goods, or services.

[60] Long before trucks, airplanes, or modern highways existed, people found ways to move valuable items over great distances.

[61] Poverty Point provides an excellent example.

[62] Poverty Point was an important ancient site in what is now Louisiana. Archaeologists have discovered objects there made from materials that came from distant places.

[63] One of the most interesting clues is seashells.

[64] A shell might not seem like an important historical object until someone asks a question:

[65] What is a seashell doing hundreds of miles from the coast?

[66] That question turns an ordinary object into evidence.

[67] Archaeologists have also found stone and copper from distant regions. These discoveries suggest that people were connected through long-distance networks of travel and exchange.

[68] Major rivers, including waterways connected to the Mississippi River system, helped people travel and transport goods.

[69] The traveling shell therefore tells a much larger story.

[70] It tells us that communities did not always remain isolated.

[71] People traveled.

[72] People communicated.

[73] People exchanged resources.

[74] And when something valuable was scarce in one place, trade could help people obtain it from somewhere else.

[75] Transportation Connects Places

[76] As communities grow, people need ways to move.

[77] The type of transportation they use often depends on geography and technology.

[78] Ancient Egyptians used boats on the Nile.

[79] People connected to Poverty Point traveled along waterways.

[80] The Pilgrims crossed the Atlantic Ocean by ship.

[81] Frontier families moved by wagon.

[82] Later, automobiles changed how quickly people could travel between towns and cities.

[83] Henry Ford did not invent the automobile, but his work helped make automobiles more affordable for many families. As cars became more common, communities built and improved roads. People could travel farther for work, shopping, school, and recreation.

[84] Transportation can change how communities connect.

[85] A river can become a trade route.

[86] A harbor can connect a settlement to distant places.

[87] A road can connect a small town to a larger city.

[88] New forms of transportation can make the distance between communities seem smaller.

[89] Geography Can Influence Work

[90] Where people live can also influence the jobs they do.

[91] Near the Nile, many people became farmers, fishermen, boat workers, merchants, or builders.

[92] In forested areas, people might work with timber.

[93] In farming communities, people may grow crops or raise animals.

[94] Near waterways, people may fish, trade, transport goods, or build boats.

[95] As technology changes, new kinds of work appear.

[96] A location does not decide a person's future, but geography can create opportunities that affect how a community develops.

[97] This helps explain why communities in different places often look and operate differently.

[98] People Turn Places Into Communities

[99]

A river alone is not a community.

[100] Neither is a forest, a harbor, a plain, or a field.

[101] A place becomes a community when people begin using its resources, solving its problems, working together, building homes, creating transportation, growing food, exchanging goods, and making decisions about how they will live.

[102] Ancient Egyptians used the Nile to support a civilization.

[103] People connected to Poverty Point created networks of travel and exchange.

[104] The settlers at Plymouth used nearby water, timber, land, and a harbor as they established their colony.

[105] Frontier families adapted to changing environments as they moved across parts of the United States.

[106] In every example, geography mattered.

[107] But people mattered too.

[108] The environment offered possibilities. People made choices about what to do with them.

[109] That pattern continues today.

[110] Modern communities still need water, food, shelter, transportation, jobs, and resources. People still consider geography when deciding where to build roads, homes, businesses, farms, and cities.

[111] The tools have changed, but many of the questions remain familiar.

[112] What does this place provide?

[113] What challenges will we face?

[114] What resources are scarce?

[115] How can we obtain what we need?

[116] How can we travel and trade?

[117] How can we use the environment responsibly?

[118] Every community has its own answers.

[119] That is why geography is more than studying maps or memorizing the names of landforms. Geography helps us understand why people settled where they did, how they met their needs, how they connected with others, and how communities changed over time.

[120] Every community begins with a place—but people decide how that place will grow.

Module 1 — Second Source: Community Quest Kids (Simulated)

This is a simulated educational website created for research practice. Students must label it "Simulated Source" — it is a realistic practice form, not a real publication. Use it for source-form recognition, corroboration of the PLACE ideas, and note-taking.

Source Type: Simulated educational website. Webpage: What Helps a Community Grow?

What Helps a Community Grow?

Communities can be found near rivers, forests, plains, coastlines, and many other places. Where people live affects how they meet their needs.

Water Matters

People need water for drinking, cooking, farming, and caring for animals. Rivers can also help people travel.

Ancient Egyptians built many communities near the Nile River. The Nile provided water and fish. Floodwaters also left behind fertile soil that helped farmers grow crops.

People Use Nearby Resources

People often use resources found in their environment.

Forests can provide wood for homes and fires. Rich soil can help farmers grow food. Rivers can provide water and transportation.

People sometimes change the way they live depending on the resources around them.

What If Something Is Missing?

No community has every resource it needs.

When a resource is scarce, people may trade with another community.

At Poverty Point, archaeologists discovered seashells and other materials that came from faraway places. These objects are evidence that people traveled and traded with other groups.

People Make Communities Stronger

A good location is helpful, but people make communities work.

People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors.

Even small actions can improve a community.

Community Quest Research Clue

When collecting evidence, ask: What did the place provide? What problem did people face? What did people do about it?

Big Idea

A place gives people resources and challenges. People decide how to use what they have to build a community.

This is a simulated educational website created for research practice. (Simulated Research Source)

🕒 Day 1 - Gather and Reveal (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
TEKS 11(B)(iii)	develop drafts 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

Day 1 Purpose

G - Gather (3 min) and R - Reveal (12 min), closing 5 min.

Our Overarching Question: What is the difference between collecting facts about a place and researching how a place helps a community grow?

G — Gather: The Empty Community Challenge

Grouping: Whole group. 3 minutes. Materials: hook visual or objects, Daily Deck, student research notebooks.

Display five objects or images: a cup of water, a piece of wood, a shell, a road, and an empty box labeled COMMUNITY. Ask students which object can build a community by itself.

🔊 Teacher Script

"Look carefully at these objects. Water can help people live. Wood can help people build. A shell can become evidence. A road can connect places. But which one can build a community all by itself? Turn and whisper your answer."

★ Daily Deck Slide (M1-05 - First Prediction)

Write on the board: Students commit to an initial idea before background information is revealed.

Check for Understanding — Ask: What makes an answer a prediction rather than a proven conclusion? Expected response: A prediction is an early idea. A proven conclusion requires evidence and explanation.

R — Reveal: Background, Instructions, and Modeling

Teacher Script

"Today we begin with this question: What is the difference between collecting facts about a place and researching how a place helps a community grow? I am going to reveal the research background in small pieces. Your job is not to copy every word. Listen for the decisions a researcher must make."

★ Daily Deck Slide (M1-06 - Final Cluster Prompt)

Write on the board: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

★ Daily Deck Slide (M1-07 - Week Reason)

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

Reveal Point 1: Research vs. Report

A report tells facts about a topic. Research begins with a question, develops an answer, and uses selected evidence to prove that answer.

Teacher Script

"A report tells facts about a topic. Research begins with a question, develops an answer, and uses selected evidence to prove that answer. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 2: Final Prompt

Teacher Script

"Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 3: Week 1 Reason

The first body paragraph will prove how place and human choices work together.

 Teacher Script

"The first body paragraph will prove how place and human choices work together. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 4: Source Identity

Students record the title, author or organization when available, source form, purpose, usefulness, and limits.

 Teacher Script

"Students record the title, author or organization when available, source form, purpose, usefulness, and limits. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 5: Q or P

Q means a direct quotation. P means a paraphrase. Both require source credit and E2 explanation.

 Teacher Script

"Q means a direct quotation. P means a paraphrase. Both require source credit and E2 explanation. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Teacher Modeling — Think Aloud

Model with the Passage 15 idea that the Nile provided water, fertile soil, food, and transportation. Demonstrate that listing those facts is a report move. Then state a reason and explain how the facts prove that people used geographic resources to meet needs.

 Teacher Script

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

 Daily Deck Slide (M1-10 - Teacher Model)

Write on the board: Teacher model shown one step at a time: R -> source -> Q or P -> source credit -> E2.

Auditory Engagement — Listen, Decide, Retrieve

Listen to each statement without writing. When I pause, show Q with two fingers, P with one open palm, or E2 by pointing to your head. Then explain why.

Sentence	Answer
The source says, "A place gives people resources and challenges."	Q - exact source words
The simulated website explains that every location offers both useful resources and difficulties.	P - source idea in new words and structure
This matters because people must decide how to use the help and respond to the difficulty.	E2 - student reasoning

Checks for Understanding

- Ask: Which sentence is only a fact? Expected response: The Nile River provided water.
- Ask: Which sentence begins research thinking? Expected response: The Nile helped a community grow because people used its water, soil, and travel route to meet several needs.
- Ask: What must follow evidence? Expected response: An E2 explanation showing meaning, importance, and connection to the R.

II Pause Point

Do not move on until students can state the R, identify a useful source, and explain why E2 must follow E1. Reteach with one short source excerpt if students are still naming facts without paper jobs.

✓ The Answer to Our Overarching Question

Day 1 Answer: Collecting facts tells what a place has. Research selects facts from sources and explains how those facts prove an answer about how people used the place to help a community grow.

🖥️ Virtual Classroom Adjustment for This Day

- Share the Daily Deck and use annotation tools to reveal the hook one object, card, or sentence at a time.
- Use an all-participant poll for the first prediction, then repeat the poll after the reveal so students can see how evidence changed thinking.
- Students type Q, P, or E2 in the chat at the same time for auditory engagement.
- Post the completed anchor chart and final prompt in the class stream after the lesson.
- Students submit one photograph or digital note containing the Week R and one source they expect to use.

🕒 Day 2 - Attempt (20 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail
ELPS 4(C)(ii)	write using content-area vocabulary

Day 2 Purpose

A - Attempt (14 min), opening 3 min, closing 3 min.

Our Overarching Question: How can the game Place Evidence Expedition help us practice the week's research decisions?

Attempt — Place Evidence Expedition

Grouping: Teams of three or four. 14 minutes.

🔊 Teacher Script

"Today you will attempt the new learning with other researchers. The goal is not to move the fastest. The goal is to make every decision visible and defend it with a because statement."

Roles: Reader / Card Cartographer / Evidence Checker / Reason Reporter.

Game Pieces:

- Five case mats: Nile River, Plymouth, Poverty Point, Frontier Life, Modern Transportation
- Thirty cut-apart evidence cards
- Five token types: PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT
- One Q token and one P token per team
- One Source Credit token per case
- A timer and team score strip

Student Directions — Read These Exactly

Teacher Script

"Listen to every direction before touching a game piece. After the directions, your team will repeat the first three steps back to me. During the game, no card earns a point until someone explains why it belongs."

1. Place one case mat in the center and shuffle its six matching cards with two distractors from another case.
2. The Reader reads every card aloud before anyone touches a token.
3. The team selects the cards that correctly build the chain PLACE - RESOURCE - CHALLENGE - CHOICE - IMPACT.
4. The Evidence Checker identifies which card could be quoted exactly and which should be paraphrased.
5. The Card Cartographer places the Q or P token and the Source Credit token.
6. The Reason Reporter explains: This evidence helps prove that communities grow strong when...
7. Check the answer key only after the team gives its explanation. Award one point for each correct link and two points for a complete proof sentence.

Teacher Demonstration Round

Demonstration Card — Nile - PLACE: A hot, dry region with the Nile River flowing through it.

Teacher Script

"I will read the entire card. I will not place it because one word seems familiar. I will name the case, the card's job, the source connection, and the proof sentence. Watch how I disagree with myself before I decide."

Check for Understanding — Ask: What must happen before a card earns a point? Expected response: A student must explain why it belongs and how it helps prove the weekly R.

Cut-Apart Game Cards — Print One Set Per Team

Nile River

- PLACE: A hot, dry region with the Nile River flowing through it.
- RESOURCE: The river provided water, fish, fertile soil, and a travel route.
- CHALLENGE: People lived near desert land where water and fertile soil were difficult to find.
- CHOICE: Farmers worked with the flood cycle, grew crops, and used boats to move people and goods.
- IMPACT: Villages and cities grew near the river because people used its resources.
- SOURCE: Passage 15 and Passage 2

Plymouth

- PLACE: A coastal location with fresh water, forests, land, and a harbor.
- RESOURCE: Timber could support shelters and fires, while the harbor helped ships anchor and unload.
- CHALLENGE: Winter was arriving, and the settlers needed shelter, food, water, and cooperation.
- CHOICE: People selected the location, built homes, gathered wood, and worked together.
- IMPACT: The available resources helped the settlement survive and grow.
- SOURCE: Passage 15 and Passage 1

Poverty Point

- PLACE: An inland community connected to major river systems.
- RESOURCE: Rivers could support travel and movement of goods.
- CHALLENGE: No place had every useful or valuable resource.
- CHOICE: People exchanged scarce or valuable goods through long-distance trade.
- IMPACT: Seashells, stone, and copper from far away show connection between communities.
- SOURCE: Passage 15, Passage B, and Community Quest Kids

Frontier Life

- PLACE: Families lived in forests, plains, and other changing environments.
- RESOURCE: Wood was plentiful in some places, while open grasslands offered different possibilities.
- CHALLENGE: Weather, winter, distance, and limited local materials made daily life difficult.
- CHOICE: Families changed homes, work, transportation, and routines to fit the environment.
- IMPACT: Adaptation helped families meet needs in different places.
- SOURCE: Passage 15 and Passage 3

Modern Transportation (Ford)

- PLACE: Towns and cities became connected by growing road systems.
- RESOURCE: Roads and automobiles created new travel possibilities.
- CHALLENGE: Early automobiles were too expensive for many ordinary families.
- CHOICE: Ford used more efficient manufacturing to make automobiles more affordable.
- IMPACT: People could travel farther for work, shopping, school, and recreation.
- SOURCE: Passage 15 and Passage 9

Distractor Cards

- Carmen Lomas Garza painted family celebrations.
- A student admitted breaking something accidentally.
- The Peace Corps was established in 1961.
- A poem repeats the image of hands.

Case or Exhibit	Correct Assembly and Source Connection
Nile River	Nile cards in PLACE-RESOURCE-CHALLENGE-CHOICE-IMPACT order; source card identifies Passage 15 and Passage 2.
Plymouth	Plymouth cards in order; source card identifies Passage 15 and Passage 1.
Poverty Point	Poverty Point cards in order; source card identifies Passage 15, Passage B, and Community Quest Kids.
Frontier Life	Frontier cards in order; source card identifies Passage 15 and Passage 3.
Modern Transportation	Ford cards in order; source card identifies Passage 15 and Passage 9.

Answer Key

Use the key after the team defends its thinking. A student who changes a placement because the evidence no longer fits is demonstrating research growth, not failure.

Embedded Checks for Understanding

Look For	Teacher Response
Can the student name the card or token job?	Prompt with: Is this source, evidence, explanation, choice, impact, theme, or structure?
Can the student cite the source form accurately?	Ask: What kind of source is this, and what can it safely prove?
Can the student connect the card to the R?	Require the oral frame: This helps prove the R because...
Can the student reject a distractor?	Ask the student to name why the fact is interesting but irrelevant to the current reason.

 The Answer to Our Overarching Question

Day 2 Answer: Place Evidence Expedition helps us practice because the pieces force us to sort, source, compare, and explain evidence before it can enter the paper.

 Virtual Classroom Adjustment for This Day

- Create one shared slide per team with movable card images and locked case mats.
- Use breakout rooms with the same roles; the teacher rotates and listens for because statements.
- Students place a digital Q, P, source-form, or structure token beside each card.
- Post the answer key only after breakout rooms close and teams submit a screenshot of their assembly.
- Use a final poll asking which distractor was hardest to reject and why.

🕒 Day 3 - Discuss and Use (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Day 3 Purpose

D - Discuss (8 min) and U - Use Again (10 min), closing 2 min.

Our Overarching Question: How can a writer turn place-based facts into an organized paragraph that proves one reason?

D — Discuss: Make Yesterday's Thinking Visible

Grouping: Whole group. 8 minutes.

🔊 Teacher Script

"Yesterday the cards made our decisions visible. Today we will discuss why those decisions worked. I want to hear your reasoning, not only the answer. Use the source, the R, and the paper job in your response."

Teacher Question	Possible Student Response	Teacher Response
What made a card relevant rather than merely interesting?	It helped prove the R about place, resources, challenges, choices, or impacts.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
Why did some cases need more than one source?	A second source could corroborate, add detail, or show the same pattern in another form.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
Why is the human choice necessary?	A resource does not act by itself; people decide how to use, adapt to, or protect it.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
When should a writer quote?	When the source's exact words are especially clear, memorable, or important.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
When should a writer paraphrase?	When the idea matters more than the original wording or when several details need to be condensed.	Affirm the reasoning, then press for the source, paper job, or connection to the R.

Misconception Response — If Students List Instead of Prove

Teacher Script

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

U — Use Again: Independent Writing Assignment

Grouping: Independent. 10 minutes in the core lesson, with additional writing time during the regular writing block as needed.

Teacher Script

"This is the U stage, so your work must now be your own. You may use your sources, notes, and organizer, but another student may not choose your evidence, write your sentence, or explain your thinking. Independence does not mean no support; it means the decisions on the paper belong to you."

Independent Assignment

Independently write Body Paragraph 1. Begin with the assigned R. Use one direct quotation and one paraphrase from at least two approved sources. After each E1, write multiple E2 sentences explaining what the evidence means, why it matters, and how it proves the R. End with a linking sentence.

Student Checklist

- R topic sentence matches the first thesis (central idea) reason
- E1-A direct quotation with accurate quotation marks and source credit
- At least two E2 sentences after E1-A
- E1-B paraphrase with source credit
- At least two E2 sentences after E1-B
- A linking sentence connecting place and human choice

Independent Writing Planner

Part	Student Planning Space or Reminder
R - My reason or way	One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.
E1-A - Evidence	Q or P? Source credit? Exact note:
E2-A - Meaning	This means...
E2-A - Importance	This matters because...
E2-A - Proof	This helps prove my R because...
E1-B - Evidence	Q or P? Source credit? Exact note:
E2-B - Meaning, Importance, Proof	Continue until the evidence is thoroughly explained.
Linking Sentence	Connect this reason to the thesis (central idea) or next section.

Teacher Conferencing Script

Teacher Script

"Tell me the R without reading it. Point to one E1. Is it Q or P, and where is the source credit? Now show me the first E2 sentence that explains meaning. Which later sentence connects the evidence back to the R? I will not give you the sentence, but I will help you find the missing job."

The Answer to Our Overarching Question

Day 3 Answer: A writer turns place facts into proof by organizing them under one R, selecting only relevant evidence, crediting the sources, and repeatedly explaining how the evidence shows people using the place to meet needs.

**Virtual Classroom Adjustment for This Day**

- Post one discussion question per slide and use a round-robin so every student speaks or contributes in chat.
- Place students in breakout rooms of three for two minutes, then return for whole-group synthesis.
- Provide a fillable organizer, but lock the model and answer key so students complete their own writing.
- Students submit the independent draft before collaborative feedback begins.
- Use private comments to ask job-based questions rather than rewriting sentences for the student.

🕒 Day 4 - Award and Target (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(C)(i-x)	revision for sentence structure, word choice, coherence, and clarity
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Day 4 Purpose

A - Award (9 min) and T - Target (8 min), closing 3 min.

Our Overarching Question: What did I do well as a researcher, and what evidence or explanation still needs work?

A — Award the Best Evidence of Growth

Teacher Script

“An award is not vague praise. Today you will point to evidence on your own paper and name the research behavior it proves. Your award sentence must include what you did and where I can see it.”

Award options — point to evidence on your paper:

- I selected evidence that directly matches my R.
- I used a direct quotation accurately.
- I paraphrased without copying the source structure.
- I named every source.
- I explained the human choice, not only the resource.
- My E2 connected back to the thesis (central idea).

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

Teacher Recognition Examples

- You selected a shorter quotation and then used three E2 sentences. That allowed your researcher voice to remain stronger than the source voice.
- You rejected an interesting fact because it did not match the R. That is evidence of purposeful research.
- You named the source form and used it for an appropriate job. That protects the accuracy of your paper.
- You revised the link between two pieces of evidence. That improved cohesion rather than merely adding more information.

T — Target: Select One Exact Next Move

Teacher Script

“A target is not My paper is bad. A target names the next action. Choose the one change that will improve your proof most, and write exactly where you will make it.”

- Evidence gap: I need a stronger or second source.
- Source-credit gap: I need to name where the idea came from.
- E2 gap: I need to explain meaning, importance, and proof.
- Cohesion gap: I need a transition or linking sentence.
- Curiosity: I want to investigate another place, resource, or challenge.

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

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

Peer Support Without Peer Writing

Teacher Script

“Partners may point to the checklist, ask a question, or identify a missing job. Partners may not supply the evidence, rewrite the sentence, or decide the target. The writer remains the decision maker.”

The Answer to Our Overarching Question

Day 4 Answer: I can identify a specific research strength by pointing to evidence on my paper, and I can set a useful target by naming the exact next action or curiosity.

**Virtual Classroom Adjustment for This Day**

- Students highlight one award example on a shared copy and type the award frame in a private response.
- Use a choice board with target categories; students select one and write the exact location of the change.
- Partners use breakout rooms only for questions and checklist feedback, not sentence rewriting.
- Students submit before-and-after screenshots of the targeted revision.
- Save curiosity questions in a shared digital Wonder Wall for the final expo.

🕒 Day 5 - Explain to Others (20 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Day 5 Purpose

E - Explain to Others (10 min), assessment 8 min, closing 2 min.

Our Overarching Question: How can I teach someone else what place evidence proves about strong communities?

Explain to Others — Place Expert Press Conference

Grouping: Partners, rotating small groups, or invited audience. 10 minutes.

🔊 Teacher Script

"Today you will teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves. Use the oral frames, but speak naturally and point to your work."

Student Oral Frames

- My R states...
- One source I used was...
- I quoted the words... because...
- I paraphrased the idea that...
- This evidence means...
- The human choice was...
- Together, the evidence proves...

Listener Responsibilities

- Listen for a clear R or thesis (central idea).
- Identify whether the evidence is Q or P.
- Listen for source credit.
- Ask one why or how follow-up question.
- Name one specific strength in the E2 explanation.

Teacher Listening Focus

Listen for: the student should use because, this means, this matters, or this proves language. A student who repeats a fact but cannot connect it to the R needs one more conference with the E2 ladder.

Module Exit Ticket

1. Write the Week 1 R from memory.
2. Name one place, one resource, and one challenge from the sources.
3. Write one sentence explaining the human choice.
4. Label one sentence Q or P and give source credit.
5. Answer the module question in one complete sentence.

Exit Ticket Answer Key

- R should communicate that communities grow strong when people use place-based resources and possibilities to meet needs.
- Answers may include Nile/water or fertile soil; Plymouth/timber or harbor; Poverty Point/rivers and scarcity; frontier/wood and harsh weather; roads/travel access.
- The human choice must describe using, adapting, trading, building, farming, traveling, or another supported action.
- Q uses exact words and quotation marks; P changes words and structure; both name the source.
- Answer should explain that place offers opportunities and challenges while people decide how to respond.

The Answer to Our Overarching Question

Module Answer: A place creates opportunities by providing resources such as water, soil, forests, harbors, and travel routes, but it can also create challenges such as floods, drought, distance, scarcity, and harsh weather. Communities grow when people study those conditions and make thoughtful choices about how to use, adapt to, or protect the place.

Teacher Closure Script

Teacher Script

"This week we answered: How does the place around a community create both opportunities and challenges? Our answer is: A place creates opportunities by providing resources such as water, soil, forests, harbors, and travel routes, but it can also create challenges such as floods, drought, distance, scarcity, and harsh weather. Communities grow when people study those conditions and make thoughtful choices about how to use, adapt to, or protect the place. Place this weekly product in your research portfolio because the next module will build on it. Research is an infinity cycle; explaining what we know has already created the next question."

Virtual Classroom Adjustment for This Day

- Use breakout rooms of two and post the oral frames inside every room.
- Students screen-share the paragraph, source note, or exhibit while teaching.
- Listeners submit one evidence-based compliment and one why/how question in a form.
- Record one volunteer explanation, with permission, and replay it to identify R, E1, E2, and source credit.
- Use the exit ticket as a short form that sorts responses by question.

★ Daily Deck Slide (M1-30 - Module Exit Ticket and Answer)

Write on the board: The module exit ticket, module answer, and next-week bridge.

Module 1 — Low, Medium, and High Exemplars

Prompt: Independently write Body Paragraph 1. Begin with the assigned R. Use one direct quotation and one paraphrase from at least two approved sources. After each E1, write multiple E2 sentences explaining what the evidence means, why it matters, and how it proves the R. End with a linking sentence.

Exemplar Use Note: Use exemplars after students complete the independent draft. The purpose is to make growth visible, not to give students a paragraph to copy before the U stage.

LOW Exemplar

- Student Response: "Places help communities. The Nile had water. Plymouth had trees. This is important. Communities got strong."
- What Is Working and What Comes Next: The writer names two places and recognizes that resources matter, but the R is too broad, the evidence has no source credit, no quotation or true paraphrase appears, and E2 does not explain how people used the resources.

MEDIUM Exemplar

- Student Response: "One way communities grow strong is when people use resources in a place. Passage 15 says the Nile provided water and fertile soil. This helped people grow food. The Pilgrims also used forests and a harbor at Plymouth. This shows that places can help people."
- What Is Working and What Comes Next: The paragraph has a usable R, two relevant examples, and some explanation. It needs accurate attribution language, one direct quotation, a genuine paraphrase, and deeper E2 that explains human choices and connects back to the thesis (central idea).

HIGH Exemplar

- Student Response: "One way communities grow strong is when people use the resources and possibilities of a place to meet their needs. Passage 15 explains that the Nile River provided water, fertile soil, fish, and a route for transportation. This means the river supported several needs at the same time, but people still had to farm the soil, build boats, and organize life around the flood cycle. The evidence proves that a useful place becomes more powerful when people make thoughtful choices. Community Quest Kids states, "A place gives people resources and challenges." This exact wording is important because it reminds us that every location has both help and difficulty. At Plymouth, settlers used timber, fresh water, land, and a harbor while also facing winter and illness. Together, the sources show that geography can open possibilities, but people strengthen a community by deciding how to use what the place provides."

- What Is Working and What Comes Next: The writer uses a clear R, a paraphrase, a short direct quotation, source credit, cross-source corroboration, and sustained E2. The researcher voice remains louder than the source voice.

Module 1 — Assessment Opportunities and Embedded Checks

Day	Evidence of Learning
Day 1	Prediction, source/job identification, Q-P-E2 auditory responses, reveal CFUs
Day 2	Game placements, oral because statements, source-form accuracy, distractor rejection
Day 3	Discussion reasoning, independent U writing, source credit, E2 completeness
Day 4	Evidence-based award, precise target, before-and-after revision
Day 5	Oral teaching, listener feedback, exit ticket, module question answer

Formative Focus

The Day 3 independent Body Paragraph 1 is the primary formative product. Look for a clear R, at least one direct quotation and one paraphrase from at least two approved sources, accurate source credit, sustained E2 after each E1, and a linking sentence connecting place and human choice.

Module Exit Ticket (Day 5)

1. Write the Week 1 R from memory.
2. Name one place, one resource, and one challenge from the sources.
3. Write one sentence explaining the human choice.
4. Label one sentence Q or P and give source credit.
5. Answer the module question in one complete sentence.

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 tell the difference between a report fact and a research move.
- Visual/Physical — Attempt — Q, P, or E2: As you read statements aloud, students show Q with two fingers, P with one open palm, or E2 by pointing to their head, and explain why.
- Written — Discuss/Use — One-Sentence Proof: Students write one E2 sentence that explains how a piece of evidence proves the week's R.

Assessment Option

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

- Listen — assess through student discussion and "because" statements.
- Look — observe a game placement, token, or source-credit note.
- Collect — have students produce a Q/P note or a body-paragraph draft you can examine.

Intervention — Module 1

- Reduce the source set to two carefully chosen excerpts without removing the requirement to distinguish quotation, paraphrase, and explanation.
- Color-code R, E1, E2, and source credit. Keep the same colors across organizer, draft, and Daily Deck.
- Use oral rehearsal before writing: say the R, say the evidence, then answer So what? twice.
- Provide a preselected evidence pair and ask the student to choose Q or P and write E2 independently.
- Use sentence frames temporarily, then remove one frame at a time as independence grows.

Enrichment — Module 1

- Require a third source or a counterexample and ask the student to explain how it changes or qualifies the claim.
- Compare the usefulness and limits of a poem, fiction passage, simulated source, and long nonfiction source.
- Ask the student to investigate a new community example and add it only if it strengthens the existing R.
- Invite the student to vary sentence structure, integrate a quotation smoothly, and create a more sophisticated transition.
- Have the student design and defend an additional exhibit element for the final expo.

Module 1 — Additional Writing Opportunity

Transfer Prompt

Write a brief response answering: How does the place around a community create both opportunities and challenges? Use one new source or earlier passage not used in the independent U assignment. Include one E1 and at least two E2 sentences.

Planning Support

1. Name the R (reason) you will prove.
2. Choose one new source or earlier passage you did not use in Body Paragraph 1.
3. Select your E1 — decide Q (direct quotation) or P (paraphrase) and record the source credit.
4. Write at least two E2 sentences explaining meaning, importance, and how the evidence proves the R.

Drafting Space

Success Criteria

- My response answers the transfer question.
- I used a new source or earlier passage not used before.
- I included one E1 with source credit and at least two E2 sentences.
- My researcher voice explains what the evidence proves.

Pause Points

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

II Pause Point — Before Collecting Evidence

Stop and think: What is the R I must prove? Say it in your own words before you choose any evidence. Remember: a report tells facts about a topic, but research uses selected evidence to prove an answer. For example, "The Nile River provided water" is only a fact until you explain how people used it to meet needs.

II Pause Point — Choosing Q or P

Stop and think: Should I quote or paraphrase this evidence? Choose Q (a direct quotation) when the source's exact words are especially clear, memorable, or important. Choose P (a paraphrase) when the idea matters more than the wording or when several details need to be condensed. Either way, name the source so you can give credit.

II Pause Point — After Evidence

Stop and think: Evidence cannot explain itself. After each E1, write E2 that explains meaning (This means...), importance (This matters because...), and proof (This helps prove my R because...). Do not move on until your researcher voice is louder than the source voice.

Whole-Class Pause (Day 1)

Do not move on until students can state the R, identify a useful source, and explain why E2 must follow E1. Reteach with one short source excerpt if students are still naming facts without paper jobs.

Module 1 — My Research Progress Tracker

Teacher Script

"This is your very own research progress tracker. As we work this week, you get to color in how you feel about each research skill by yourself. Be honest with yourself, because this shows you how much you are growing as a researcher. 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 research PLACE using Passage 15, Community Quest Kids, and earlier 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
Tell the difference between a report fact and a research move.			
Select evidence that is relevant to my R (reason).			
Decide whether to use a direct quotation (Q) or a paraphrase (P).			
Give source credit for every quotation and paraphrase.			
Write E2 that explains meaning, importance, and proof.			
Use two sources to prove one reason (corroborate).			

One thing I am proud of as a researcher:

One thing I want to get better at:

Module 1 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"This week we answered: How does the place around a community create both opportunities and challenges? Our answer is: A place creates opportunities by providing resources such as water, soil, forests, harbors, and travel routes, but it can also create challenges such as floods, drought, distance, scarcity, and harsh weather. Communities grow when people study those conditions and make thoughtful choices about how to use, adapt to, or protect the place. Place this weekly product in your research portfolio because the next module will build on it. Research is an infinity cycle; explaining what we know has already created the next question."

A Little Inspiration Goes a Long Way!

Teacher Script

"Strong writers do not gather the most facts. They select the facts with the strongest jobs."

Teacher Reflection

Which misconception was most common?

Which students still need support distinguishing Q, P, and E2?

Where did students stop explaining too soon?

Which earlier passage produced the strongest transfer?

What evidence shows students are ready for the next module?

Looking Ahead

Module 2 (PROBLEM: From Question to Solution) builds the second body paragraph, proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

MODULE

2

**PROBLEM — From Question
to Solution**

Week 2 • 5 Days • Approximately 20 Minutes Per Day

Module 2: PROBLEM — From Question to Solution

Week 2 - 5 Days - Approximately 20 Minutes Per Day

Strong Writers Select the Facts with the Strongest Jobs

Teacher Script

"Strong writers do not gather the most facts. They select the facts with the strongest jobs."

Why This Module Matters

Week 2 moves from the conditions of a place to the problems people notice within those conditions. Across the year, students have met scientists, inventors, business leaders, lawmakers, and children who followed a repeating pattern: notice, question, investigate, choose, and create impact. Students now use direct quotations, paraphrases, and corroborated evidence to prove that problem solving helps communities grow.

Our Overarching Question

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

Answer by the End

Communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. Strong researchers also remember that one solution can create more than one effect.

Weekly Writing Product

Independent U Product: A complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

Source Focus: Passage 16 (P16), Small Choices, Strong Communities (S2, simulated), Passage A, Passage 5, Passage 6, Passage 7, Passage 8, Passage 9, Passage 10.

Family Letter

Dear Families,

This week your child is beginning Module 2 of Cluster 8, PROBLEM: From Question to Solution. The class will investigate this question: How do communities become stronger when people study problems and choose solutions? Students are building one part of a monthlong research paper that answers, What helps a community grow strong?

The independent writing product for this week is: A complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities. Students will use direct quotations and paraphrases as evidence, give source credit, and explain how the evidence proves one reason in the final thesis (central idea). The research project is also a celebration of the entire Grade 3 year. Familiar passages will return as evidence, so your child may remember reading about the Nile, Plymouth, the traveling shell, Laura Ingalls Wilder, Carmen Lomas Garza, laws, scientific discoveries, inventors, businesses, honesty, service, Dr. Martin Luther King Jr., and President John F. Kennedy.

Ask your child to teach you the week's question and show you one Q note, one P note, and one E2 explanation. Q means a direct quotation, P means a paraphrase, and E2 is the student's own reasoning.

Sincerely, The Writing Academy®, LLC and your child's teacher.

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza el Módulo 2 del Grupo 8, PROBLEM: From Question to Solution. La clase investigará esta pregunta: How do communities become stronger when people study problems and choose solutions? El alumnado está construyendo una parte de un trabajo de investigación de un mes que responde: What helps a community grow strong?

El producto de escritura independiente de esta semana es: A complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities. Los estudiantes usarán citas directas y paráfrasis como evidencia, darán crédito a las fuentes y explicarán cómo la evidencia comprueba una razón de la tesis (idea central). Este proyecto también celebra todo el año de tercer grado. Los textos conocidos regresarán como evidencia para que los estudiantes conecten lo aprendido durante el año.

Pídale a su hijo o hija que le enseñe la pregunta de la semana y que le muestre una nota Q, una nota P y una explicación E2. Q significa una cita directa, P significa una paráfrasis y E2 es el razonamiento propio del estudiante.

Atentamente, The Writing Academy®, LLC y el maestro o la maestra de su hijo o hija.

Module 2 — Family Conversation Starters

Families are partners in this work. These starters are an invitation to talk rather than an additional family assignment. None of them can be answered with only yes or no.

- Teach me your module question: How do communities become stronger when people study problems and choose solutions?
- Show me one piece of evidence and explain why it has a job in your paper.
- What is the difference between a direct quotation, a paraphrase, and E2?
- Which earlier passage returned this week, and what new job did it perform?
- What did you award yourself for, and what target did you set?
- What new curiosity did your research create?

Simple Family Activity — Three-Minute Turn and Teach

The student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves. The family member asks one follow-up question beginning with why or how.

Module 2 — Lesson Overview and Standards

Lesson Overview

Module 2 moves from the conditions of a place to the problems people notice within those conditions. Across the Grade 3 year, students met scientists, inventors, business leaders, lawmakers, and children who followed a repeating pattern: notice, question, investigate, choose, and create impact. Using Passage 16 ("People Make the Difference") and the simulated source Small Choices, Strong Communities, plus earlier passages, students use direct quotations, paraphrases, and corroborated evidence to write the second body paragraph of the research paper: how thoughtful problem solving strengthens communities.

BIG Goal: Students will use evidence from more than one source to write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

The full research paper is built across the cluster: a SET introduction previews PLACE, PROBLEM, and PEOPLE; three body paragraphs each begin with one clear R (reason) and repeat E1 (evidence) and E2 (the researcher's own explanation) until the reason is proven; and an R1-R2-R3 conclusion closes the paper. The paper is argumentative in its thinking even though it uses informational research.

Writing TEKS for This Module

TEKS	Where It Is Applied in This Module
11B(i)	SET introduction and purposeful organization
11B(ii)	R1-R2-R3 conclusion and whole-paper closure
11B(iii)	Relevant evidence, sustained E2, and engaging connections
13A-H	Research planning, source use, evidence collection, synthesis, citation, and presentation
11C(i-x)	Revision for sentence structure, word choice, coherence, and clarity
11D(i-xxxii)	Cumulative editing of the weekly writing and final publication

Writing ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
2(E)	use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions
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

Module Learning Destination

I Can: I can answer the module question, use evidence from more than one source, and complete a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

I Will: I will distinguish direct quotations from paraphrases, credit borrowed information, and write E2 explanations that show what my evidence proves.

Module 2 — Learning Destination

Module Learning Objective

Students will answer the module question, use evidence from more than one source, and write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

I Can

- I can answer the module question, use evidence from more than one source, and complete a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

I Will

- I will distinguish direct quotations from paraphrases, credit borrowed information, and write E2 explanations that show what my evidence proves.

★ Daily Deck

Daily Deck - Module Slide 2: the Learning Destination — I can use research evidence to complete a complete second body paragraph proving how problem solving strengthens communities.

Success Criteria

- My R (reason) names problem solving as the second thesis (central idea) reason.
- I use a direct quotation from Passage 16 or Small Choices and a paraphrase from an earlier passage, each with source credit.
- I explain the problem, the question or investigation, the action, and at least one impact.
- My E2 explains meaning, importance, and how the evidence proves the R.
- At least one sentence recognizes that change can have more than one effect.

Evidence That Will Demonstrate Mastery

- The independent Body Paragraph 2 draft.
- Community Problem-Solution Chain Challenge placements with oral because statements (Day 2).
- The Day 5 Community Solution Summit and module exit ticket.

Language Domains

This module builds all four language domains as students learn to select evidence from sources and explain how it proves a reason. 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 source statements read aloud and decide Q (direct quotation), P (paraphrase), or E2 (their own reasoning) before writing.
Speaking	Students defend every game placement with a "because" statement and teach their evidence aloud at the Community Solution Summit.
Reading	Students reread selected sections of research sources to locate relevant evidence and identify source form.
Writing	Students write Body Paragraph 1 — an R (reason), E1 (evidence) with source credit, sustained E2 (explanation), and a linking sentence.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

You may reread a source aloud, provide selected excerpts, and let students use the anchor charts, organizer, and sentence frames. You may provide access through partner reading or audio. You may not choose a student's evidence, decide whether a detail is relevant, write an E2 sentence, or supply the proof. The student must still select evidence that matches the R, decide Q or P, give source credit, and explain how the evidence proves the reason.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify a source, a fact, and its form.	Supported. The teacher may reread a short excerpt.	The student names the source and states a fact from it.
Inferential	Decide whether a detail is relevant to the R and choose Q or P.	Guided on Days 1 and 2, independent by Day 3.	The student selects relevant evidence and justifies Q or P with source credit.
Evaluative	Explain how the evidence proves the R and corroborate across sources.	Partner discussion on Day 3, independent on Day 5.	The student writes sustained E2 and connects two sources to the same reason.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
More facts make a stronger paper.	A teacher may reward long lists of details.	Ask, "What job does each fact perform? Which prove the R, and which are only interesting?"
A quotation is always stronger than a paraphrase.	A teacher may push students to quote everything.	Ask, "Do the exact words matter here, or does the idea matter more?"
Evidence speaks for itself.	A teacher may accept E1 with little E2.	Require E2 after every E1: meaning, importance, and proof.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Research means copying every interesting fact.	The student lists details with no reason.	Point to the R and ask which sentence proves that exact reason.
The first idea is automatically the best solution.	The student names one action with no question or investigation.	Ask, "What problem and question came before the solution?"
A solution has only one effect.	The student names a single result.	Ask, "Who else was affected, and did a new challenge appear?"

Module 2 — Thinking Levels

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

The Five Thinking Levels

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

Module 2: PROBLEM — From Question to Solution

Focus: research synthesis, one body paragraph.

Level	Student Thinking	HABIT / Task
Recall	Name a problem, a source, and the pattern steps.	Identify: Locate the NOTICE, QUESTION, ACT, and IMPACT of a case.
Skill	Build a problem-solution chain and choose Q or P.	Categorize: Arrange a case in NOTICE-QUESTION-ACT-IMPACT order and decide quotation or paraphrase.
Strategic	Explain how a case proves the R and corroborate with a second source.	Connect: Write E2 that links the pattern and impact to the reason across sources.
Extended	Draft and revise a body paragraph that synthesizes a cross-case pattern.	Analyze & Revise: Compose R-E1-E2 with source credit and multiple effects, and improve the proof.

Teacher Script

"Class, as we research this week, we start at Recall, naming the problem and the pattern steps. Then we move to Skill, building the chain and deciding Q or P. As we get stronger, we reach the Strategic level, where we explain how a case proves our reason and corroborate it. Finally, at the Extended level, you draft a paragraph that shows the shared pattern across cases. This is how we build our research stamina!"

Oral-Rehearsal Frame: The Problem-Solution Connection

Teacher Script

"Let's rehearse out loud. The R is _____. The problem was _____. The useful question was _____. The action was _____ (Q or P from ____). One impact was _____. This helps prove my R because _____. On the state writing assessment, you will use evidence and explain your thinking, so learning to add E2 after every E1 will help you all year."

Module 2 — Vocabulary

Tier 1 Vocabulary

Everyday words needed to talk, read, write, and participate in this module. Teacher script: "These are everyday words you may already know, but we will make them precise enough for research. Say each word, explain it in simple language, and use the oral frame."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
problem	something that needs to be understood or improved	The problem was ____.
ask	to seek information or an answer	The person asked ____.
choose	to select among possibilities	The group chose to ____.
change	to make or become different	The solution changed ____.
help	to make something easier or better	The idea helped by ____.
safe	protected from danger	The solution made people safer because ____.
work	effort used to accomplish something	The work led to ____.
build	to make or develop	The team built ____.
idea	a thought or plan	The idea began when ____.
result	what happens because of an action	One result was ____.

Tier 2 Vocabulary

Academic research and writing words needed to complete the module successfully.
Teacher script: "These are academic thinking words. They help us make research decisions, explain evidence, and talk about the structure of our writing. Say each word and use it in a sentence about this module."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
cause	why something happens	One cause of the problem was ____.
effect	what happens because of a cause or action	One effect of the solution was ____.
solution	a response intended to solve a problem	The solution addressed ____.
investigate	to study carefully to find evidence	The person investigated by ____.
corroborate	to confirm information with another source	The second source corroborates ____.
relevant	directly useful for the point being proved	This evidence is relevant because ____.
perspective	a way of seeing or understanding something	Another perspective suggests ____.
inference	a conclusion based on evidence and reasoning	I can infer that ____.
reasoning	thinking that connects evidence to a conclusion	My reasoning shows ____.
impact	the important effect of an action or idea	The impact on the community was ____.

Tier 3 Vocabulary

Passage-specific and concept-specific words drawn from the supplied sources. Teacher script: "These words belong especially to the passages and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use."

Word	Student-Friendly Meaning	Say It This Way
lightning rod	a metal system that gives lightning electricity a safer path to the ground	LYT-ning rod
conductor	a material that allows electricity to travel	kun-DUK-ter
microorganism	a living thing too small to see without special tools	my-kroh-OR-guh-niz-um
pasteurization	heating certain foods or liquids for a specific time to reduce harmful microorganisms	pas-chur-uh-ZAY-shun
manufacturing	making products, often in large amounts	man-yuh-FAK-chur-ing
assembly line	a system in which a product moves through ordered work steps	uh-SEM-blee line
retail	selling goods directly to customers	REE-tail
law	an official rule used to organize and protect a community	LAW
democracy	a system in which citizens participate in decisions	dih-MOK-ruh-see
citizenship	membership and responsible participation in a community or country	SIT-uh-zun-ship
ballot	a way to record a vote	BAL-ut
innovation	a new or improved idea, method, or product	in-uh-VAY-shun



Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 2 — Background Knowledge and Teacher Context

Passage 16, "People Make the Difference: How Ideas and Actions Change Communities," shows that a community's roads, buildings, and homes do not make it strong by themselves — people do. Throughout history, people strengthened communities by inventing tools, making scientific discoveries, creating businesses, establishing laws, serving neighbors, and speaking up for change. Many of these stories follow the same pattern: someone noticed a problem, asked a question, investigated or acted, and produced an impact. The simulated source *Small Choices, Strong Communities* presents that pattern as NOTICE - QUESTION - ACT - IMPACT. Earlier passages return as corroborating cases: Benjamin Franklin and the lightning rod (Passage 7), scientific investigation and food safety (Passage 6), Henry Ford and affordable automobiles (Passage 9), Sam Walton and retail (Passage 10), the need for laws (Passage 5) and the Founding Fathers (Passage 8), and the recess class decision (Passage A).

More Background for the Teacher

Module 2 builds the second body paragraph of the research paper. Students prove that problem solving strengthens communities without merely retelling biographies. The research move is to organize evidence around the need (NOTICE), the useful question (QUESTION), the action or solution (ACT/INVESTIGATE/CHOOSE), and the effects (IMPACT), then explain the shared pattern across cases.

Teacher reminders: a problem must appear before the solution so the reader can judge the solution's usefulness; researchers ask about multiple effects (who was affected, what improved, what changed, whether new challenges appeared); corroboration confirms a pattern across different source forms; and the simulated source must stay labeled simulated. Keep the researcher's voice (E2) louder than the source voice.

Possible Student Misconceptions

- The first idea is automatically the best solution.
- A solution has only one effect and cannot create new challenges.
- A quotation proves the point without E2 explanation.
- A source is corroborated merely because it is repeated in the same passage.
- Scientists and famous inventors are the only people who solve community problems.

Teacher Script

"Misconceptions are not signs that a student cannot research. They are clues showing which part of the research process needs to become visible. Name the exact confusion, model one decision, and return the student to the source and the paper job."

Student Background Knowledge Needed Before Instruction

- Students have practiced several writing modes during the year.
- Students know that a thesis (central idea) answers a prompt.
- Students know that evidence comes from a source and explanation comes from the writer.
- Students can locate details in numbered or titled passage sections.
- Students have encountered the earlier passages listed in the yearlong connection map.

Teacher Context Knowledge

- The supplied Cluster 8 passages are evidence banks, not single-sitting read-aloud requirements. Use selected sections strategically and provide access through rereading, partner reading, audio, or excerpts as needed.
- The two simulated sources must remain labeled simulated. They are realistic practice forms, not real publications.
- Students should not be required to use every prior passage. Strong research selects the smallest set of strongest evidence.
- A direct quotation is not automatically better than a paraphrase. The writer chooses based on the job of the evidence.
- E2 should normally continue for multiple sentences until meaning, importance, and proof are clear.
- The final paper is argumentative in its thinking even though it uses informational research and several other writing structures.

Module 2 — Materials and Module at a Glance

Educator Preparation and Materials to Gather

- Passage 16, Small Choices Strong Communities, and selected earlier passages or excerpts
- Community Problem-Solution Chain Challenge cards and distractors
- NOTICE-QUESTION-ACT-IMPACT chain mats, Source Credit badges, and Multiple Effects tokens
- Research notebooks, source identity records, Q/P evidence cards, and highlighters
- Daily Deck - Module 2
- Student Interactive Research Notebook and the reproducibles in the resource section
- Colored pencils or highlighters for Q, P, E1, E2, source credit, and thesis (central idea) connections
- Timer, envelopes or Practice Pockets, scissors, and reusable game pieces
- Virtual copies of cards and organizers for remote or hybrid instruction

Module at a Glance

Day	Stage	Stage Minutes	Opening/Closing	Focus
Day 1	G + R	3 + 12	5	Attention hook, background, model, and checks
Day 2	A	14	3 + 3	Community Problem-Solution Chain Challenge
Day 3	D + U	8 + 10	2	Discussion and independent writing
Day 4	A + T	9 + 8	3	Evidence-based award and precise target
Day 5	E	10	8 + 2	Community Solution Summit and module check

Module 2 — Daily Deck Storyboard

The slide numbers restart at 1 in every module. Every item a teacher would otherwise write on the board appears in the Daily Deck. The complete PowerPoint is delivered separately; this storyboard lets the teacher preview the instructional sequence.

Slide	Title	Student-Facing Content or Visual
1	Module 2: PROBLEM: From Question to Solution	How do communities become stronger when people study problems and choose solutions?
2	Learning Destination	I can use research evidence to complete a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.
3	GATHER + REVEAL	Monday stages and purpose
4	The One-Solution Trap	Display a picture of a leaking classroom roof and three response cards: place a bucket under it, move the class forever, investigate the leak and repair the cause. Ask students to choose the strongest response and defend it.
5	First Prediction	What do you think before the background is revealed?
6	Final Cluster Prompt	Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.
7	Week Reason	Another way communities grow strong is when people notice problems, ask questions, and create solutions together.
8	Anchor Chart	The Repeating Pattern: NOTICE - QUESTION - INVESTIGATE - CHOOSE - IMPACT

9	Anchor Chart	Source Pattern: Small Choices, Strong Communities presents NOTICE - QUESTION - ACT - IMPACT; Passage 16 expands the same pattern through scientists, inventors, businesses, laws, and citizenship.
10	Teacher Model	Model Benjamin Franklin's lightning problem. Identify the dangerous condition, the question he studied, the lightning-rod response, and the safety impact. Then connect it to the same notice-study-solution pattern in Passage 16 rather than merely retelling his biography.
11	Check for Understanding 1	Which part names the problem?
12	Check for Understanding 1 - Answer	Lightning could set wooden buildings on fire.
13	ATTEMPT	Community Problem-Solution Chain Challenge
14	Game Roles and Pieces	Problem Spotter; Question Builder; Action Analyst; Impact Reporter. Six chain mats with spaces for NOTICE, QUESTION, ACT, and IMPACT; twenty-four case cards and six distractor cards; six Source Credit badges.
15	Game Directions 1-2	Shuffle all cards and place them face down. Draw four cards. Decide whether they belong to one case and arrange them in NOTICE-QUESTION-ACT-IMPACT order.
16	Game Directions 3-4	Add the correct Source Credit badge. If the case has more than one supported effect, place a Multiple Effects token and name both effects.
17	Game Directions 5-7	The Impact Reporter must explain how the chain helps prove the Week 2 R. Teams earn one point for each correct link, one for source credit, one for an additional effect, and two for complete E2 reasoning. Use the key only after every team has defended its chain.

18	Game Round 1	Franklin
19	Game Round 2	Pasteur
20	Game Round 3	Ford
21	Answer Key and Debrief	Franklin: Dangerous lightning fires -> study electricity/protection -> lightning rod -> safer response for buildings; Passage 16 and Passage 7. Pasteur: Microorganisms/food safety -> investigate reduction -> pasteurization -> safer foods and drinks; Passage 16 and Passage 6. Ford: Unaffordable automobiles -> efficient production question -> assembly line -> access, travel, roads, jobs; Passage 16 and Passage 9.
22	DISCUSS + USE	How can a writer prove that problem solving strengthens a community without merely retelling what a person did?
23	Discussion Question 1	What separates a biography retell from a research argument?
24	Discussion Question 2	Why must the problem appear before the solution?
25	Discussion Question 3	Why should researchers ask about multiple effects?
26	Independent U Directions	Independently write Body Paragraph 2. Begin with the assigned R. Use one direct quotation from Passage 16 or Small Choices, Strong Communities and one paraphrase from an earlier passage. Explain the problem, the question or investigation, the action, and at least one impact. Include repeated E1-E2 sets and a linking sentence.

27	Independent U Checklist	R names problem solving as the second thesis (central idea) reason; E1-A uses a short direct quotation with source credit; E2-A explains the research pattern and why it matters; E1-B paraphrases one earlier case accurately; E2-B explains the impact and connection to strong communities; at least one sentence recognizes that change can have more than one effect.
28	AWARD + TARGET	Award specific evidence of growth. Target one precise next move or curiosity.
29	EXPLAIN TO OTHERS	Community Solution Summit: The problem or need was...; The useful question was...; The person or group investigated or chose to...; One direct quotation or paraphrase from my source is...
30	Module Exit Ticket and Answer	Communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. Strong researchers also remember that one solution can create more than one effect.

Module 2 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the research HABIT: research uses selected evidence to prove an answer. Use one whenever the class changes activities, when energy dips, or right before a new research task.

This Module's Routine: "Q, P, or E2 Freeze"

Teacher Script

"Tiny Time! I will read a quick statement. Freeze and show Q with two fingers for a direct quotation, P with one open palm for a paraphrase, or point to your head for E2 (your own reasoning). Then whisper your reason to a neighbor."

How to run it:

- Signal the class and get all eyes on you.
- Read a fast statement (for example, "People strengthen communities when they solve problems.").
- Students freeze in the Q, P, or E2 pose, then whisper why.
- Call two or three statements in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the statement each time so the Tiny Time stays fresh all week.

Module 2 — Mentor Moves: Problem-Solution Research

Teacher Script

"Watch how I think like a researcher, not a biographer. A research paragraph does not retell a person's whole life. It selects only the details that prove the reason and explains the pattern: someone noticed a problem, asked a question, investigated or acted, and produced an impact."

The Repeating Pattern

NOTICE - QUESTION - INVESTIGATE - CHOOSE - IMPACT. The simulated source Small Choices, Strong Communities presents it as NOTICE - QUESTION - ACT - IMPACT; Passage 16 expands the same pattern through scientists, inventors, businesses, laws, and citizenship.

The Research Move, One Step at a Time

Model the decision sequence: R -> source -> Q or P -> source credit -> E2.

Teacher Script

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

Move	What the Researcher Does	Example (Franklin)
R — Reason	Name the reason this paragraph proves.	Another way communities grow strong is when people notice problems, ask questions, and create solutions together.
NOTICE	Name the problem or need.	Lightning could strike wooden buildings and start dangerous fires.
QUESTION / INVESTIGATE	State the useful question studied.	How does lightning behave, and how might buildings be protected?
ACT	Name the action or solution.	Franklin studied electricity and developed the lightning rod.
IMPACT + E2	Explain the effects and why they matter.	Buildings had a safer path for electricity — and the writer explains who was affected and how it strengthened the community.
Corroborate	Add a second source that confirms the pattern.	Passage 9 explains Ford used assembly-line production to make cars affordable.

Teacher Script

“Evidence cannot explain itself. After every E1, the researcher's own voice — E2 — explains meaning, significance, and effect. Ask who was affected, what improved, what changed, and whether new challenges appeared. Keep your researcher voice louder than the source voices, and remember that one solution can have more than one effect.”

Before Students Read

This is a research source — an evidence bank, not a single-sitting read-aloud. Preview it with students, then reread selected sections to collect evidence. As you read, mark evidence to use later: use Q for a direct quotation (an author's exact words) and P for a paraphrase (a source idea in new words), and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

PASSAGE 1 — People Make the Difference: How Ideas and Actions Change Communities

- [1] A community can have roads, buildings, stores, schools, parks, and homes.
- [2] But those things alone do not make a community strong.
- [3] People do.
- [4] Throughout history, people have strengthened communities in many different ways. Some invented tools. Some made scientific discoveries. Some created businesses. Others wrote stories, painted pictures, established laws, served their neighbors, or spoke up for changes they believed were important.
- [5] Their work was different, but many of their stories followed a similar pattern.
- [6] Someone noticed something.
- [7] Someone asked a question.
- [8] Someone made a choice.
- [9] Then an idea or action created change.
- [10] Change Often Begins With a Problem
- [11] Many improvements begin when somebody notices that something is not working well.
- [12] Benjamin Franklin noticed a dangerous problem during thunderstorms.
- [13] In the 1700s, lightning strikes could set wooden buildings on fire. Homes, barns, churches, and other structures could be badly damaged.
- [14] Franklin studied electricity and asked questions about lightning. His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings.
- [15] A metal rod and conductor could provide electricity from lightning with a safer path toward the ground.
- [16] The invention did not stop storms.
- [17] Instead, it helped people respond to one of the dangers storms could cause.
- [18] Franklin's story shows an important pattern:
- [19] Notice a problem. Study it. Develop a possible solution.
- [20] Years later, a scientist named Louis Pasteur followed a similar pattern with a very different problem.
- [21] Pasteur studied microorganisms and helped scientists understand that tiny living things could cause changes in food and contribute to disease.
- [22] His research led to a process now called pasteurization, in which certain foods and liquids are heated for a specific amount of time to reduce harmful microorganisms.
- [23] Today, people may open a carton of milk without thinking about the scientific discoveries that helped make many foods safer.

[24] That is one interesting thing about successful solutions.

[25] Sometimes they become so common that people forget there was once a problem to solve.

[26] New Ideas Can Change Daily Life

[27] Inventors and scientists are not the only people who change communities.

[28] Business leaders can introduce ideas that affect how people work, shop, and travel.

[29] Henry Ford saw a transportation problem.

[30] Automobiles existed before Ford, but they were expensive and unavailable to many ordinary families.

[31] Ford wanted to produce a dependable automobile at a lower price.

[32] The Model T became popular, and Ford Motor Company used moving assembly-line production to manufacture automobiles more efficiently.

[33] As cars became more affordable and more common, daily life began to change.

[34] People could travel farther in less time.

[35] Roads became increasingly important.

[36] Businesses developed along travel routes.

[37] Workers could live farther from their jobs.

[38] Families could visit people and places that had once been difficult to reach.

[39] One business idea helped create changes far beyond a factory.

[40] Sam Walton also built a business around a problem he believed he could address.

[41] He wanted stores to offer many products at prices that families could more easily afford. His first Walmart store opened in Arkansas in 1962, and the company eventually expanded to many communities.

[42] Retail businesses can create jobs and provide customers with products and services. Their growth can also change the way people shop and affect other businesses in a community.

[43] That is another important lesson for researchers:

[44] Change can have more than one effect.

[45] When studying a person or idea, researchers should not stop after asking, "What happened?"

[46] They can also ask:

[47] Who was affected?

[48] What improved?

[49] What changed?

[50] Were there new challenges too?

[51]

Those questions lead to deeper thinking.

[52] Communities Also Need Rules

[53] Imagine a town full of creative inventions but no agreed-upon rules.

[54] Who decides what is fair?

[55] What happens when two people disagree?

[56] What keeps one person from simply taking what belongs to someone else?

[57] Communities need ways to solve disagreements and protect people.

[58] That is one reason laws and rules matter.

[59] Rules explain what people are expected to do. Laws can protect rights, establish responsibilities, and provide ways to settle disputes.

[60] The idea of rule by law is very old.

[61] Ancient civilizations developed written laws because growing communities needed ways to organize behavior and solve conflicts.

[62] Ancient Greece also contributed ideas about citizenship and participation in government. In some Greek city-states, certain citizens gathered to discuss issues and vote.

[63] The system was not the same as democracy in the United States today, and not everyone in ancient Greece was allowed to participate. However, Greek ideas about citizens taking part in decisions influenced later thinking about government.

[64] Modern students can practice some of the same basic civic habits on a much smaller scale.

[65] Suppose a class is deciding whether recess should be longer.

[66] One student may argue that children need more time to move.

[67] Another may point out that a longer recess could reduce time for other school subjects.

[68] Someone else may suggest an additional short movement break.

[69] A good decision does not require everyone to begin with the same opinion.

[70] Instead, people can gather information, listen to different perspectives, discuss possible solutions, and vote.

[71] That is citizenship in action.

[72] Good Citizenship Happens in Ordinary Moments

[73] Citizenship is not only something presidents, mayors, or government officials practice.

[74] Children can demonstrate good citizenship too.

[75] A student who admits breaking something accidentally shows honesty.

[76] A volunteer who completes an important job shows responsibility.

[77] A child who notices someone sitting alone and invites that person to join a game demonstrates respect and inclusion.

[78] These actions may seem small compared with writing a law or inventing a machine.

[79] Yet communities depend on them.

[80] Imagine what would happen if nobody kept promises.

[81] What if people refused to admit mistakes?

[82] What if nobody helped when help was needed?

[83] Trust would become difficult.

[84] Cooperation would weaken.

[85] Communities become stronger when individuals understand that their actions affect other people.

[86] Being a good citizen does not mean being perfect.

[87] It means making responsible choices, correcting mistakes, treating others respectfully, and contributing when possible.

[88] Service Can Travel Far

[89] Sometimes service begins with a small action.

[90] Sometimes an idea about service spreads across a nation.

[91] In 1961, President John F. Kennedy challenged Americans to think about what they could contribute to their country rather than only what their country could provide for them.

[92] That same year, the Peace Corps was established.

[93] Peace Corps volunteers have worked with communities in other countries in areas such as education, agriculture, health, and community development.

[94] Effective service is not simply arriving somewhere and announcing what other people need.

[95] Good service requires listening, cooperation, respect, and learning from the people being served.

[96] Service can also happen much closer to home.

[97] A child can collect supplies.

[98] A family can volunteer.

[99] A student can help a younger reader.

[100] Neighbors can clean a shared space.

[101] A person can notice a need and decide to contribute.

[102] The scale is different, but the idea is similar:

[103] What can I give?

[104]

Words Can Change Communities Too

[105] Some people influence communities through speeches and leadership.

[106] Dr. Martin Luther King Jr. used speeches, marches, writing, and nonviolent action as part of the struggle for civil rights.

[107] His words reached enormous audiences, but their importance did not end when a speech was over.

[108] Ideas can travel from one person to another.

[109] A listener remembers.

[110] A parent tells a child.

[111] A teacher shares a story.

[112] A student decides to treat someone differently.

[113] Words can become actions.

[114] This is one reason historical speeches remain important sources. They help researchers understand not only what a leader said but also what problems people were confronting and what changes they hoped to create.

[115] Art and Stories Preserve Communities

[116] Not every person changes a community by inventing, voting, or speaking to a crowd.

[117] Some preserve experiences that might otherwise be forgotten.

[118] Carmen Lomas Garza does this through art.

[119] Her paintings show scenes from Mexican-American family and community life—cooking, celebrations, gatherings, games, and everyday activities.

[120] An ordinary family moment can become a historical record when an artist preserves it.

[121] A viewer can study clothing, food, activities, surroundings, and interactions between people.

[122] Art can become evidence about culture.

[123] Laura Ingalls Wilder preserved memories in another way.

[124] Her Little House books drew from her experiences growing up in a family that moved through several parts of the American frontier.

[125] Her writing describes transportation, homes, weather, schooling, chores, farming, and family life.

[126] Researchers must remember that personal stories present events through one person's perspective, and historical accounts should be compared with other sources. Even so, stories can provide valuable information about everyday life.

[127] Garza and Wilder remind us that history is not only about famous battles or government leaders.

[128] History also lives in kitchens, classrooms, farms, neighborhoods, family traditions,

paintings, letters, objects, and memories.

[129] Someone has to preserve those stories.

[130] There Is More Than One Way to Make a Difference

[131] Benjamin Franklin used science and invention.

[132] Louis Pasteur used scientific investigation.

[133] Henry Ford changed manufacturing and transportation.

[134] Sam Walton developed a retail business.

[135] Carmen Lomas Garza preserved culture through art.

[136] Laura Ingalls Wilder preserved memories through writing.

[137] Martin Luther King Jr. used leadership and words to call for change.

[138] John F. Kennedy encouraged citizens to think about service.

[139] Children can demonstrate honesty, responsibility, cooperation, and respect in their own communities.

[140] These people did not contribute in the same way.

[141] That may be the most important idea of all.

[142] A community does not need everyone to have the same talent.

[143] It needs people who are willing to use different talents for useful purposes.

[144] One person may build.

[145] Another may teach.

[146] Another may invent.

[147] Another may paint.

[148] Another may organize.

[149] Another may volunteer.

[150] Another may speak.

[151] Another may listen.

[152] The Question Passes to Us

[153] When researchers study history, they gather evidence about what other people did.

[154] But history can also leave us with questions.

[155] What problem did this person notice?

[156] What evidence helped that person understand the problem?

[157] What action was taken?

[158] Who was affected?

[159] How did the community change?

[160] What can we learn from the result?

[161] Those questions connect people who lived hundreds or thousands of years apart.

[162] They also connect the past to the present.

[163] A third grader may not invent a famous machine this year.

[164] A child may not create a national organization or give a speech heard by millions.

[165] But every person participates in a community.

[166] Every person makes choices.

[167] Every person has some ability to contribute.

[168] A student can solve a problem.

[169] A student can preserve a family story.

[170] A student can include someone.

[171] A student can volunteer.

[172] A student can ask a useful question.

[173] A student can listen carefully before making a decision.

[174] A student can notice that something needs to be better and begin thinking about how to improve it.

[175] Communities are shaped by geography, resources, buildings, roads, laws, and technology.

[176] But none of those things acts by itself.

[177] People decide what to build.

[178] People decide what to invent.

[179] People decide how to treat one another.

[180] People decide what stories to preserve.

[181] People decide whether to participate.

[182] That is why the story of a community is ultimately the story of its people.

[183] Places give communities somewhere to grow. People give communities a reason to grow stronger.

Module 2 — Second Source: Small Choices, Strong Communities (Simulated)

This is a simulated nonfiction book excerpt created for research practice. Students must label it "Simulated Source" — it is a realistic practice form, not a real publication. Use it for source-form recognition, corroboration of the problem-solution pattern, and note-taking.

Pretend Book: Small Choices, Strong Communities. Author: Dr. Elena Brooks. Excerpt from Chapter 5: "People Make the Difference." Source Type: Simulated nonfiction book excerpt.

Every community has problems to solve. Sometimes the problems are large. Sometimes they begin with something small that one person notices.

Change often follows four steps:

NOTICE -> QUESTION -> ACT -> IMPACT

Benjamin Franklin noticed that lightning could damage buildings and start fires. He studied electricity and helped develop the lightning rod. His work gave people a way to better protect buildings during storms.

Scientists can make a difference too. Louis Pasteur studied tiny microorganisms. His research helped people understand more about germs and led to a process called pasteurization. His work helped make certain foods and drinks safer.

Artists can strengthen communities in a different way. Carmen Lomas Garza painted scenes of Mexican-American family life. Her artwork preserved memories of celebrations, foods, traditions, and everyday experiences. Her paintings help future generations learn about culture.

People do not have to become famous to make a difference.

A student might welcome someone who is new.

A volunteer might help at an animal shelter.

Neighbors might work together to clean a park.

Citizens might listen to different ideas before voting on a community question.

Each action begins with a choice.

Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help.

Questions for Young Researchers

When you study someone who helped a community, ask:

What did the person notice?

What problem or need existed?

What action did the person take?

How did that action help others?

Big Idea:

People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.

This is a simulated book excerpt created for research practice.

🕒 Day 1 - Gather and Reveal (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
TEKS 11(B)(iii)	develop drafts 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

Day 1 Purpose

G - Gather (3 min) and R - Reveal (12 min), closing 5 min.

Our Overarching Question: What turns an ordinary problem into a researchable problem-solution investigation?

G — Gather: The One-Solution Trap

Grouping: Whole group. 3 minutes. Materials: hook visual or objects, Daily Deck, student research notebooks.

Display a picture of a leaking classroom roof and three response cards: place a bucket under it, move the class forever, investigate the leak and repair the cause. Ask students to choose the strongest response and defend it.

🔊 Teacher Script

"A problem has appeared, and I have three ideas. One catches water for today. One avoids the room completely. One studies the cause and tries to repair it. Which response is strongest, and what evidence would you need before deciding? Do not choose by guessing. Choose like a researcher."

★ Daily Deck Slide (M2-05 - First Prediction)

Write on the board: Students commit to an initial idea before background information is revealed.

Check for Understanding — Ask: What makes an answer a prediction rather than a proven conclusion? Expected response: A prediction is an early idea. A proven conclusion requires evidence and explanation.

R — Reveal: Background, Instructions, and Modeling **Teacher Script**

"Today we begin with this question: What turns an ordinary problem into a researchable problem-solution investigation? I am going to reveal the research background in small pieces. Your job is not to copy every word. Listen for the decisions a researcher must make."

★ Daily Deck Slide (M2-06 - Final Cluster Prompt)

Write on the board: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

★ Daily Deck Slide (M2-07 - Week Reason)

Write on the board: Another way communities grow strong is when people notice problems, ask questions, and create solutions together.

Reveal Point 1: The Repeating Pattern

NOTICE - QUESTION - INVESTIGATE - CHOOSE - IMPACT.

 Teacher Script

"NOTICE - QUESTION - INVESTIGATE - CHOOSE - IMPACT. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 2: Source Pattern

Small Choices, Strong Communities presents NOTICE - QUESTION - ACT - IMPACT; Passage 16 expands the same pattern through scientists, inventors, businesses, laws, and citizenship.

 Teacher Script

"Small Choices, Strong Communities presents NOTICE - QUESTION - ACT - IMPACT; Passage 16 expands the same pattern through scientists, inventors, businesses, laws, and citizenship. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 3: Corroboration

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

 Teacher Script

"A second source strengthens confidence when it confirms the same central idea or adds compatible evidence. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 4: Effects

Researchers ask who was affected, what improved, what changed, and whether new challenges appeared.

 Teacher Script

"Researchers ask who was affected, what improved, what changed, and whether new challenges appeared. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 5: Week 2 Reason

The second body paragraph will prove how thoughtful problem solving strengthens communities.

 Teacher Script

"The second body paragraph will prove how thoughtful problem solving strengthens communities. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Teacher Modeling — Think Aloud

Model Benjamin Franklin's lightning problem. Identify the dangerous condition, the question he studied, the lightning-rod response, and the safety impact. Then connect it to the same notice-study-solution pattern in Passage 16 rather than merely retelling his biography.

 Teacher Script

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

★ Daily Deck Slide (M2-10 - Teacher Model)

Write on the board: Teacher model shown one step at a time: R -> source -> Q or P
-> source credit -> E2.

Auditory Engagement — Listen, Decide, Retrieve

Listen to each statement without writing. When I pause, show Q with two fingers, P with one open palm, or E2 by pointing to your head. Then explain why.

Sentence	Answer
The source says, "A place gives people resources and challenges."	Q - exact source words
The simulated website explains that every location offers both useful resources and difficulties.	P - source idea in new words and structure
This matters because people must decide how to use the help and respond to the difficulty.	E2 - student reasoning

Checks for Understanding

- Ask: Which part names the problem? Expected response: Lightning could set wooden buildings on fire.
- Ask: Which part is the response? Expected response: Franklin developed the lightning rod as a practical way to direct electricity more safely.
- Ask: Which question deepens the research? Expected response: Who was affected, what improved, and were there new challenges?

II Pause Point

Do not move on until students can state the R, identify a useful source, and explain why E2 must follow E1. Reteach with one short source excerpt if students are still naming facts without paper jobs.

✓ The Answer to Our Overarching Question

Day 1 Answer: A problem becomes researchable when the writer asks a focused question, studies evidence from more than one source, considers the action or solution, and explains its effects rather than only naming what happened.

**Virtual Classroom Adjustment for This Day**

- Share the Daily Deck and use annotation tools to reveal the hook one object, card, or sentence at a time.
- Use an all-participant poll for the first prediction, then repeat the poll after the reveal so students can see how evidence changed thinking.
- Students type Q, P, or E2 in the chat at the same time for auditory engagement.
- Post the completed anchor chart and final prompt in the class stream after the lesson.
- Students submit one photograph or digital note containing the Week R and one source they expect to use.

🕒 Day 2 - Attempt (20 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail
ELPS 4(C)(ii)	write using content-area vocabulary

Day 2 Purpose

A - Attempt (14 min), opening 3 min, closing 3 min.

Our Overarching Question: How can the game Community Problem-Solution Chain Challenge help us practice the week's research decisions?

Attempt — Community Problem-Solution Chain Challenge

Grouping: Teams of four. 14 minutes.

🔊 Teacher Script

"Today you will attempt the new learning with other researchers. The goal is not to move the fastest. The goal is to make every decision visible and defend it with a because statement."

Roles: Problem Spotter / Question Builder / Action Analyst / Impact Reporter.

Game Pieces:

- Six chain mats with spaces for NOTICE, QUESTION, ACT, and IMPACT
- Twenty-four case cards and six distractor cards
- Six Source Credit badges
- Six Multiple Effects tokens
- One timer and one score strip per team

Student Directions — Read These Exactly

Teacher Script

"Listen to every direction before touching a game piece. After the directions, your team will repeat the first three steps back to me. During the game, no card earns a point until someone explains why it belongs."

1. Shuffle all cards and place them face down.
2. Draw four cards. Decide whether they belong to one case and arrange them in NOTICE-QUESTION-ACT-IMPACT order.
3. Add the correct Source Credit badge.
4. If the case has more than one supported effect, place a Multiple Effects token and name both effects.
5. The Impact Reporter must explain how the chain helps prove the Week 2 R.
6. Teams earn one point for each correct link, one for source credit, one for an additional effect, and two for complete E2 reasoning.
7. Use the key only after every team has defended its chain.

Teacher Demonstration Round

Demonstration Card — Franklin - NOTICE: Lightning could strike wooden buildings and start dangerous fires.

Teacher Script

"I will read the entire card. I will not place it because one word seems familiar. I will name the case, the card's job, the source connection, and the proof sentence. Watch how I disagree with myself before I decide."

Check for Understanding — Ask: What must happen before a card earns a point? Expected response: A student must explain why it belongs and how it helps prove the weekly R.

Cut-Apart Game Cards — Print One Set Per Team

Franklin

- NOTICE: Lightning could strike wooden buildings and start dangerous fires.
- QUESTION: How does lightning behave, and how might buildings be protected?
- ACT: Franklin studied electricity and developed the lightning rod as a practical safety response.
- IMPACT: Buildings had a safer way to respond to one danger caused by lightning.

Pasteur

- NOTICE: Tiny living things could change food and contribute to disease.
- QUESTION: How could scientific investigation help reduce harmful microorganisms in certain foods and liquids?
- ACT: Pasteur's research led to pasteurization, which uses controlled heating.
- IMPACT: The process helped make certain foods and drinks safer.

Ford

- NOTICE: Automobiles existed, but many ordinary families could not afford them.
- QUESTION: How could a dependable automobile be produced more efficiently and at a lower cost?
- ACT: Ford Motor Company used moving assembly-line production.
- IMPACT: More people could travel farther, and roads, jobs, and businesses changed.

Walton

- NOTICE: Some families needed access to a wide variety of products at prices they could more easily afford.
- QUESTION: How could a retail business offer many products at lower prices?
- ACT: Walton developed and expanded a retail business built around affordability and access.
- IMPACT: Stores created jobs and services but also affected shopping patterns and other businesses.

Laws

- NOTICE: Growing communities faced disagreement, unfairness, and the need to protect rights and responsibilities.
- QUESTION: How can people organize behavior and solve conflicts more fairly?
- ACT: Communities created rules, laws, and procedures for decisions and disputes.
- IMPACT: People gained shared expectations and ways to protect rights and settle disagreements.

Recess

- NOTICE: Students wanted more recess, but a school day had several competing needs.
- QUESTION: Which choice would best balance movement, friendship, and learning time?
- ACT: Students gathered information, listened to perspectives, considered an alternative, and voted.
- IMPACT: The class practiced respectful problem solving and democratic decision making.

Distractor Cards

- The Nile left fertile soil after floodwaters went down.
- Carmen Lomas Garza painted family celebrations.
- Laura Ingalls Wilder wrote about frontier life.
- A seashell was found far from the coast.
- A poem describes two small hands.
- A harbor can protect ships.

Case	Correct Assembly and Source Connection
Franklin	Dangerous lightning fires -> study electricity/protection -> lightning rod -> safer response for buildings; Passage 16 and Passage 7.
Pasteur	Microorganisms/food safety -> investigate reduction -> pasteurization -> safer foods and drinks; Passage 16 and Passage 6.
Ford	Unaffordable automobiles -> efficient production question -> assembly line -> access, travel, roads, jobs; Passage 16 and Passage 9.
Walton	Need for affordable products -> retail question -> business model/expansion -> jobs, access, changes to other businesses; Passage 16 and Passage 10.
Laws	Disagreement/unfairness -> organize/protect question -> laws/rules -> shared expectations and conflict resolution; Passage 16, Passage 5, Passage 8.
Recess	Competing needs -> balance question -> gather/listen/alternative/vote -> respectful class decision process; Passage A.

Answer Key

Use the key after the team defends its thinking. A student who changes a placement because the evidence no longer fits is demonstrating research growth, not failure.

Embedded Checks for Understanding

Look For	Teacher Response
Can the student name the card or token job?	Prompt with: Is this source, evidence, explanation, choice, impact, theme, or structure?
Can the student cite the source form accurately?	Ask: What kind of source is this, and what can it safely prove?
Can the student connect the card to the R?	Require the oral frame: This helps prove the R because...
Can the student reject a distractor?	Ask the student to name why the fact is interesting but irrelevant to the current reason.

✓ The Answer to Our Overarching Question

Day 2 Answer: Community Problem-Solution Chain Challenge helps us practice because the pieces force us to sort, source, compare, and explain evidence before it can enter the paper.

Virtual Classroom Adjustment for This Day

- Create one shared slide per team with movable card images and locked case mats.
- Use breakout rooms with the same roles; the teacher rotates and listens for because statements.
- Students place a digital Q, P, source-form, or structure token beside each card.
- Post the answer key only after breakout rooms close and teams submit a screenshot of their assembly.
- Use a final poll asking which distractor was hardest to reject and why.

🕒 Day 3 - Discuss and Use (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Day 3 Purpose

D - Discuss (8 min) and U - Use Again (10 min), closing 2 min.

Our Overarching Question: How can a writer prove that problem solving strengthens a community without merely retelling what a person did?

D — Discuss: Make Yesterday's Thinking Visible

Grouping: Whole group. 8 minutes.

🔊 Teacher Script

"Yesterday the cards made our decisions visible. Today we will discuss why those decisions worked. I want to hear your reasoning, not only the answer. Use the source, the R, and the paper job in your response."

Teacher Question	Possible Student Response	Teacher Response
What separates a biography retell from a research argument?	The research paragraph selects only the details that prove the R and explains the pattern and impact.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
Why must the problem appear before the solution?	The reader cannot judge the solution's usefulness without understanding the need it addressed.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
Why should researchers ask about multiple effects?	A solution may help one group, change daily life, create jobs, affect other businesses, or produce new challenges.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
What does corroboration add?	It confirms a pattern across different source forms and reduces dependence on one source.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
What makes E2 strong?	It explains meaning, significance, effect, and the connection to the R.	Affirm the reasoning, then press for the source, paper job, or connection to the R.

Misconception Response — If Students List Instead of Prove

Teacher Script

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

U — Use Again: Independent Writing Assignment

Grouping: Independent. 10 minutes in the core lesson, with additional writing time during the regular writing block as needed.

Teacher Script

"This is the U stage, so your work must now be your own. You may use your sources, notes, and organizer, but another student may not choose your evidence, write your sentence, or explain your thinking. Independence does not mean no support; it means the decisions on the paper belong to you."

Independent Assignment

Independently write Body Paragraph 2. Begin with the assigned R. Use one direct quotation from Passage 16 or Small Choices, Strong Communities and one paraphrase from an earlier passage. Explain the problem, the question or investigation, the action, and at least one impact. Include repeated E1-E2 sets and a linking sentence.

Student Checklist

- R names problem solving as the second thesis (central idea) reason
- E1-A uses a short direct quotation with source credit
- E2-A explains the research pattern and why it matters
- E1-B paraphrases one earlier case accurately
- E2-B explains the impact and connection to strong communities
- At least one sentence recognizes that change can have more than one effect

Independent Writing Planner

Part	Student Planning Space or Reminder
R - My reason or way	Another way communities grow strong is when people notice problems, ask questions, and create solutions together.
E1-A - Evidence	Q or P? Source credit? Exact note:
E2-A - Meaning	This means...
E2-A - Importance	This matters because...
E2-A - Proof	This helps prove my R because...
E1-B - Evidence	Q or P? Source credit? Exact note:
E2-B - Meaning, Importance, Proof	Continue until the evidence is thoroughly explained.
Linking Sentence	Connect this reason to the thesis (central idea) or next section.

Teacher Conferencing Script

Teacher Script

"Tell me the R without reading it. Point to one E1. Is it Q or P, and where is the source credit? Now show me the first E2 sentence that explains meaning. Which later sentence connects the evidence back to the R? I will not give you the sentence, but I will help you find the missing job."

✓ **The Answer to Our Overarching Question**

Day 3 Answer: A writer proves that problem solving strengthens communities by organizing evidence around the need, question, action, and impact, then explaining the shared pattern across cases instead of retelling entire biographies.

Virtual Classroom Adjustment for This Day

- Post one discussion question per slide and use a round-robin so every student speaks or contributes in chat.
- Place students in breakout rooms of three for two minutes, then return for whole-group synthesis.
- Provide a fillable organizer, but lock the model and answer key so students complete their own writing.
- Students submit the independent draft before collaborative feedback begins.
- Use private comments to ask job-based questions rather than rewriting sentences for the student.

🕒 Day 4 - Award and Target (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(C)(i-x)	revision for sentence structure, word choice, coherence, and clarity
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Day 4 Purpose

A - Award (9 min) and T - Target (8 min), closing 3 min.

Our Overarching Question: Which part of my problem-solution proof is strongest, and which E2 needs deeper reasoning?

A — Award the Best Evidence of Growth

🔊 Teacher Script

"An award is not vague praise. Today you will point to evidence on your own paper and name the research behavior it proves. Your award sentence must include what you did and where I can see it."

Award options — point to evidence on your paper:

- I clearly named the need or problem.
- I showed a question, investigation, or decision before the solution.
- I used a quotation or paraphrase ethically.
- I corroborated with a second source or earlier passage.
- I explained at least one impact.
- I recognized that change can have more than one effect.

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

Teacher Recognition Examples

- You selected a shorter quotation and then used three E2 sentences. That allowed your researcher voice to remain stronger than the source voice.
- You rejected an interesting fact because it did not match the R. That is evidence of purposeful research.
- You named the source form and used it for an appropriate job. That protects the accuracy of your paper.
- You revised the link between two pieces of evidence. That improved cohesion rather than merely adding more information.

T — Target: Select One Exact Next Move

Teacher Script

“A target is not My paper is bad. A target names the next action. Choose the one change that will improve your proof most, and write exactly where you will make it.”

- My paragraph retells too much; I will select only relevant proof.
- My E2 stops at This helped; I will explain who was affected and how.
- I need a second source to corroborate the pattern.
- I need a transition between the two cases.
- I have a new curiosity about an invention, scientific process, law, business, or decision.

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

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

Peer Support Without Peer Writing

Teacher Script

“Partners may point to the checklist, ask a question, or identify a missing job. Partners may not supply the evidence, rewrite the sentence, or decide the target. The writer remains the decision maker.”

The Answer to Our Overarching Question

Day 4 Answer: I can identify a specific research strength by pointing to evidence on my paper, and I can set a useful target by naming the exact next action or curiosity.

**Virtual Classroom Adjustment for This Day**

- Students highlight one award example on a shared copy and type the award frame in a private response.
- Use a choice board with target categories; students select one and write the exact location of the change.
- Partners use breakout rooms only for questions and checklist feedback, not sentence rewriting.
- Students submit before-and-after screenshots of the targeted revision.
- Save curiosity questions in a shared digital Wonder Wall for the final expo.

🕒 Day 5 - Explain to Others (20 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Day 5 Purpose

E - Explain to Others (10 min), assessment 8 min, closing 2 min.

Our Overarching Question: How can I teach someone else the NOTICE-QUESTION-ACT-IMPACT pattern with evidence?

Explain to Others — Community Solution Summit

Grouping: Partners, rotating small groups, or invited audience. 10 minutes.

🔊 Teacher Script

"Today you will teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves. Use the oral frames, but speak naturally and point to your work."

Student Oral Frames

- The problem or need was...
- The useful question was...
- The person or group investigated or chose to...
- One direct quotation or paraphrase from my source is...
- One impact was...
- A second effect or possible challenge was...
- This pattern proves...

Listener Responsibilities

- Listen for a clear R or thesis (central idea).
- Identify whether the evidence is Q or P.
- Listen for source credit.
- Ask one why or how follow-up question.
- Name one specific strength in the E2 explanation.

Teacher Listening Focus

Listen for: the student should use because, this means, this matters, or this proves language. A student who repeats a fact but cannot connect it to the R needs one more conference with the E2 ladder.

Module Exit Ticket

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

Exit Ticket Answer Key

- Correct order: NOTICE - QUESTION - ACT - IMPACT.
- Chain must match the supplied game-card key and include a supported action and effect.
- Source should match the case; multiple acceptable source combinations are listed in the key.
- E2 must state significance or connection to the community, not only repeat the effect.
- Answer should explain that evidence-based problem solving turns needs into thoughtful actions and useful impacts.

The Answer to Our Overarching Question

Module Answer: Communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. Strong researchers also remember that one solution can create more than one effect.

**Virtual Classroom Adjustment for This Day**

- Use breakout rooms of two and post the oral frames inside every room.
- Students screen-share the paragraph, source note, or exhibit while teaching.
- Listeners submit one evidence-based compliment and one why/how question in a form.
- Record one volunteer explanation, with permission, and replay it to identify R, E1, E2, and source credit.
- Use the exit ticket as a short form that sorts responses by question.

**Daily Deck Slide (M2-30 - Module Exit Ticket and Answer)**

Write on the board: The module exit ticket, module answer, and next-week bridge.

Module 2 — Low, Medium, and High Exemplars

Prompt: Independently write Body Paragraph 2. Begin with the assigned R. Use one direct quotation from Passage 16 or Small Choices, Strong Communities and one paraphrase from an earlier passage. Explain the problem, the question or investigation, the action, and at least one impact. Include repeated E1-E2 sets and a linking sentence.

Exemplar Use Note: Use exemplars after students complete the independent draft. The purpose is to make growth visible, not to give students a paragraph to copy before the U stage.

LOW Exemplar

- Student Response: "People solve problems. Franklin made a lightning rod. Ford made cars. They helped communities."
- What Is Working and What Comes Next: The writer recognizes the topic and gives two examples, but there is no precise R, no source credit, no quote/paraphrase distinction, no problem-question-action-impact chain, and almost no E2 reasoning.

MEDIUM Exemplar

- Student Response: "Another way communities grow strong is when people solve problems. Passage 16 says, "Notice a problem. Study it." Franklin studied lightning and made a lightning rod. This helped buildings. Ford also used an assembly line so cars cost less. These solutions made life better."
- What Is Working and What Comes Next: The writer includes a clear R, a useful short quotation, two relevant cases, and basic effects. The paragraph needs accurate source credit after the paraphrase, more detail about the questions or investigations, and multiple E2 sentences connecting each case to the R.

HIGH Exemplar

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

- What Is Working and What Comes Next: The paragraph uses a precise R, a strong direct quotation, a corroborating paraphrase, multiple effects, and sustained E2. It synthesizes a cross-case pattern rather than listing famous people.

Module 2 — Assessment Opportunities and Embedded Checks

Day	Evidence of Learning
Day 1	Prediction, source/job identification, Q-P-E2 auditory responses, reveal CFUs
Day 2	Game placements, oral because statements, source-form accuracy, distractor rejection
Day 3	Discussion reasoning, independent U writing, source credit, E2 completeness
Day 4	Evidence-based award, precise target, before-and-after revision
Day 5	Oral teaching, listener feedback, exit ticket, module question answer

Formative Focus

The Day 3 independent Body Paragraph 2 is the primary formative product. Look for a clear R naming problem solving, a direct quotation from Passage 16 or Small Choices with source credit, a paraphrase of an earlier case, a problem-question-action-impact chain, sustained E2, and at least one sentence recognizing that change can have more than one effect.

Module Exit Ticket (Day 5)

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

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 tell the difference between a report fact and a research move.
- Visual/Physical — Attempt — Q, P, or E2: As you read statements aloud, students show Q with two fingers, P with one open palm, or E2 by pointing to their head, and explain why.
- Written — Discuss/Use — One-Sentence Proof: Students write one E2 sentence that explains how a piece of evidence proves the week's R.

Assessment Option

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

- Listen — assess through student discussion and "because" statements.
- Look — observe a game placement, token, or source-credit note.
- Collect — have students produce a Q/P note or a body-paragraph draft you can examine.

Intervention — Module 2

- Reduce the source set to two carefully chosen excerpts without removing the requirement to distinguish quotation, paraphrase, and explanation.
- Color-code R, E1, E2, and source credit. Keep the same colors across organizer, draft, and Daily Deck.
- Use oral rehearsal before writing: say the R, say the evidence, then answer So what? twice.
- Provide a preselected evidence pair and ask the student to choose Q or P and write E2 independently.
- Use sentence frames temporarily, then remove one frame at a time as independence grows.

Enrichment — Module 2

- Require a third source or a counterexample and ask the student to explain how it changes or qualifies the claim.
- Compare the usefulness and limits of a poem, fiction passage, simulated source, and long nonfiction source.
- Ask the student to investigate a new problem-solution case and add it only if it strengthens the existing R.
- Invite the student to explain how one solution created more than one effect, including any new challenge.
- Have the student design and defend an additional exhibit element for the final expo.

Module 2 — Additional Writing Opportunity

Transfer Prompt

Write a brief response answering: How do communities become stronger when people study problems and choose solutions? Use one new source or earlier passage not used in the independent U assignment. Include one E1 and at least two E2 sentences, and name at least one effect.

Planning Support

1. Name the R (reason) you will prove.
2. Choose one new source or earlier problem-solution case you did not use in Body Paragraph 2.
3. Select your E1 — decide Q (direct quotation) or P (paraphrase) and record the source credit.
4. Write at least two E2 sentences explaining the pattern, the impact, and how the evidence proves the R.

Drafting Space

Success Criteria

- My response answers the transfer question.
- I used a new source or earlier passage not used before.
- I included one E1 with source credit and at least two E2 sentences.
- I named at least one impact and explained why it matters.

Pause Points

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

II Pause Point — Before Building a Chain

Stop and think: What is the R I must prove? Say it in your own words before you choose any evidence. Remember: a problem must appear before the solution so the reader can judge whether the solution helped.

II Pause Point — Choosing Q or P

Stop and think: Should I quote or paraphrase this evidence? Choose Q (a direct quotation) when the source's exact words are especially clear, memorable, or important. Choose P (a paraphrase) when the idea matters more than the wording or when several details need to be condensed. Either way, name the source.

II Pause Point — After Evidence

Stop and think: Evidence cannot explain itself. After each E1, write E2 that explains meaning, importance, and impact. Ask who was affected, what improved, what changed, and whether new challenges appeared. Remember that one solution can have more than one effect.

Whole-Class Pause (Day 1)

Do not move on until students can state the R, identify a useful source, and explain why E2 must follow E1. Reteach with one short source excerpt if students are still naming facts without paper jobs.

Module 2 — My Research Progress Tracker

Teacher Script

"This is your very own research progress tracker. As we work this week, you get to color in how you feel about each research skill by yourself. Be honest with yourself, because this shows you how much you are growing as a researcher. 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 research problem solving using Passage 16, Small Choices Strong Communities, and earlier 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
Name the problem before naming the solution.			
Decide whether to use a direct quotation (Q) or a paraphrase (P).			
Corroborate the pattern with a second source.			
Write E2 that explains an impact and why it matters.			
Recognize that one solution can have more than one effect.			

One thing I am proud of as a researcher:

One thing I want to get better at:

Module 2 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"This week we answered: How do communities become stronger when people study problems and choose solutions? You proved that communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. Place this weekly product in your research portfolio because the next module will build on it. Research is an infinity cycle; explaining what we know has already created the next question."

A Little Inspiration Goes a Long Way!

Teacher Script

"Strong writers do not gather the most facts. They select the facts with the strongest jobs."

Teacher Reflection

Which misconception was most common?

Which students still need support distinguishing Q, P, and E2?

Which students retold biographies instead of proving a pattern?

Which earlier passage produced the strongest corroboration?

What evidence shows students are ready for the next module?

Looking Ahead

Module 3 (PEOPLE: Choices, Service, and Memory) builds the third body paragraph, proving how responsible choices, service, voice, art, and stories help communities grow and remember.

GRADE 3 • CLUSTER 8 • RESEARCH

MODULE

3

PEOPLE — Choices, Service, and Memory

Week 3 • 5 Days • Approximately 20 Minutes Per Day

Module 3: PEOPLE — Choices, Service, and Memory

Week 3 - 5 Days - Approximately 20 Minutes Per Day

A Strong Community Needs Many Different Talents

Teacher Script

"A strong community needs many different talents, not one kind of hero."

Why This Module Matters

Week 3 turns from locations and famous solutions toward the choices people make every day. Students synthesize poetry, biography, fiction, art, history, and civic examples. They also learn an essential research habit: different source forms have different jobs. A poem can support theme and significance, fiction can illustrate a behavior or decision, and nonfiction can provide factual evidence.

Our Overarching Question

How do people use choices, voices, talents, stories, and service to strengthen a community?

Answer by the End

People strengthen communities when they act with honesty and responsibility, serve needs they notice, use their voices for fairness and hope, and preserve important stories and traditions through art and writing. A strong community needs many different talents, not one kind of hero.

Weekly Writing Product

Independent U Product: A complete third body paragraph proving how responsible choices, service, voice, art, and stories help communities grow and remember.

Source Focus: Passage 16 (P16), Small Choices, Strong Communities (S2, simulated), Passage 13 (MLK poem), Passage 14 (service poem), Passage A, Passage 3, Passage 4, Passage 11, Passage 12.

Family Letter

Dear Families,

This week your child is beginning Module 3 of Cluster 8, PEOPLE: Choices, Service, and Memory. The class will investigate this question: How do people use choices, voices, talents, stories, and service to strengthen a community? Students are building one part of a monthlong research paper that answers, What helps a community grow strong?

The independent writing product for this week is: A complete third body paragraph proving how responsible choices, service, voice, art, and stories help communities grow and remember. Students will use direct quotations and paraphrases as evidence, give source credit, and explain how the evidence proves one reason in the final thesis (central idea). The research project is also a celebration of the entire Grade 3 year. Familiar passages will return as evidence, so your child may remember reading about the Nile, Plymouth, the traveling shell, Laura Ingalls Wilder, Carmen Lomas Garza, laws, scientific discoveries, inventors, businesses, honesty, service, Dr. Martin Luther King Jr., and President John F. Kennedy.

Ask your child to teach you the week's question and show you one Q note, one P note, and one E2 explanation. Q means a direct quotation, P means a paraphrase, and E2 is the student's own reasoning.

Sincerely, The Writing Academy®, LLC and your child's teacher.

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza el Módulo 3 del Grupo 8, PEOPLE: Choices, Service, and Memory. La clase investigará esta pregunta: How do people use choices, voices, talents, stories, and service to strengthen a community? El alumnado está construyendo una parte de un trabajo de investigación de un mes que responde: What helps a community grow strong?

El producto de escritura independiente de esta semana es: A complete third body paragraph proving how responsible choices, service, voice, art, and stories help communities grow and remember. Los estudiantes usarán citas directas y paráfrasis como evidencia, darán crédito a las fuentes y explicarán cómo la evidencia comprueba una razón de la tesis (idea central). Este proyecto también celebra todo el año de tercer grado. Los textos conocidos regresarán como evidencia para que los estudiantes conecten lo aprendido durante el año.

Pídale a su hijo o hija que le enseñe la pregunta de la semana y que le muestre una nota Q, una nota P y una explicación E2. Q significa una cita directa, P significa una paráfrasis y E2 es el razonamiento propio del estudiante.

Atentamente, The Writing Academy®, LLC y el maestro o la maestra de su hijo o hija.

Module 3 — Family Conversation Starters

Families are partners in this work. These starters are an invitation to talk rather than an additional family assignment. None of them can be answered with only yes or no.

- Teach me your module question: How do people use choices, voices, talents, stories, and service to strengthen a community?
- Show me one piece of evidence and explain why it has a job in your paper.
- What is the difference between a direct quotation, a paraphrase, and E2?
- Which earlier passage returned this week, and what new job did it perform?
- What did you award yourself for, and what target did you set?
- What new curiosity did your research create?

Simple Family Activity — Three-Minute Turn and Teach

The student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves. The family member asks one follow-up question beginning with why or how.

Module 3 — Lesson Overview and Standards

Lesson Overview

Module 3 turns from locations and famous solutions toward the choices people make every day. Students synthesize poetry, biography, fiction, art, history, and civic examples and learn an essential research habit: different source forms have different jobs. A poem supports theme and significance, fiction illustrates a decision or consequence, and biography/nonfiction supports factual claims. Using Passage 16, the poems (Passages 13 and 14), and earlier passages, students write the third body paragraph of the research paper: how responsible choices, service, voice, art, and stories help communities grow and remember.

BIG Goal: Students will use evidence from more than one source form to write a complete third body paragraph proving how responsible choices, service, voice, art, and stories help communities grow and remember.

The full research paper is built across the cluster: a SET introduction previews PLACE, PROBLEM, and PEOPLE; three body paragraphs each begin with one clear R (reason) and repeat E1 (evidence) and E2 (the researcher's own explanation) until the reason is proven; and an R1-R2-R3 conclusion closes the paper. The paper is argumentative in its thinking even though it uses informational research.

Writing TEKS for This Module

TEKS	Where It Is Applied in This Module
11B(i)	SET introduction and purposeful organization
11B(ii)	R1-R2-R3 conclusion and whole-paper closure
11B(iii)	Relevant evidence, sustained E2, and engaging connections
13A-H	Research planning, source use, evidence collection, synthesis, citation, and presentation
11C(i-x)	Revision for sentence structure, word choice, coherence, and clarity
11D(i-xxxii)	Cumulative editing of the weekly writing and final publication

Writing ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
2(E)	use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions
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

Module Learning Destination

I Can: I can answer the module question, use evidence from more than one source, and complete a complete third body paragraph proving how responsible choices, service, voice, art, and stories help communities grow and remember.

I Will: I will distinguish direct quotations from paraphrases, credit borrowed information, and write E2 explanations that show what my evidence proves.

Module 3 — Learning Destination

Module Learning Objective

Students will answer the module question, use evidence from more than one source form, and write a complete third body paragraph proving how responsible choices, service, voice, art, and stories help communities grow and remember.

I Can

- I can answer the module question, use evidence from more than one source, and complete a complete third body paragraph proving how responsible choices, service, voice, art, and stories help communities grow and remember.

I Will

- I will distinguish direct quotations from paraphrases, credit borrowed information, and write E2 explanations that show what my evidence proves.

★ Daily Deck

Daily Deck - Module Slide 2: the Learning Destination — I can use research evidence to complete a complete third body paragraph proving how people's choices, service, voice, art, and stories help communities grow and remember.

Success Criteria

- My R (reason) names responsible choice, service, or preservation as the third thesis (central idea) reason.
- I use a short poetic quotation (identified as a poem) and a paraphrase from nonfiction or clearly-labeled fiction, each with source credit.
- My E2 explains theme, significance, and community impact — and does not treat a poem or fiction as historical proof.
- My closing sentence synthesizes different talents and contributions.

Evidence That Will Demonstrate Mastery

- The independent Body Paragraph 3 draft.
- Community Contribution Museum Match placements with correct source-form badges and use-labels (Day 2).
- The Day 5 Living Community Contribution Gallery and module exit ticket.

Language Domains

This module builds all four language domains as students synthesize different source forms to prove how people strengthen communities. 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 source statements read aloud and decide Q, P, or E2, and name whether the source is a poem, fiction, or nonfiction.
Speaking	Students defend every museum-match placement with a "because" statement and teach their exhibit aloud at the Living Community Contribution Gallery.
Reading	Students reread poems, fiction, and nonfiction closely to locate evidence and identify each source's form.
Writing	Students write Body Paragraph 3 — an R, poetic and nonfiction E1 with source credit, sustained E2, and a synthesizing closing sentence.

Module 3 — Rigor and Misconceptions

Rigor Safeguard

You may reread a source aloud, provide selected excerpts, and let students use the anchor charts, organizer, and sentence frames. You may provide access through partner reading or audio. You may not choose a student's evidence, decide whether a detail is relevant, write an E2 sentence, or supply the proof. The student must still select evidence that matches the R, name the source form, decide Q or P, give source credit, and explain how the evidence proves the reason.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify a source, a contribution, and the source form.	Supported. The teacher may reread a short excerpt.	The student names the source, its form, and a contribution.
Inferential	Decide the right evidence job for each source form and choose Q or P.	Guided on Days 1 and 2, independent by Day 3.	The student uses a poem for theme, nonfiction for fact, and fiction for an example.
Evaluative	Explain how contributions prove the R and synthesize across source forms.	Partner discussion on Day 3, independent on Day 5.	The student writes sustained E2 and combines several talents under one reason.

Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
All sources can be used the same way.	A teacher may accept a poem cited as a proven historical fact.	Ask, "What job can this source form safely do?"
More famous examples make a stronger paper.	A teacher may reward long lists of famous people.	Ask, "Does each example prove the R, and is the source form used correctly?"
Evidence speaks for itself.	A teacher may accept E1 with little E2.	Require E2 after every E1: theme/fact, significance, and impact.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A poem is a factual biography.	The student cites a poem as complete historical proof.	Ask, "Is this the poem's theme or a proven fact?"
Fiction proves history happened.	The student treats a story as a historical record.	Have the student label it an EXAMPLE, not a fact.
Only famous adults strengthen communities.	The student ignores everyday choices and children.	Point to Crash, The Good Citizen, or The Recess Question.

Module 3 — Thinking Levels

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

The Five Thinking Levels

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

Module 3: PEOPLE — Choices, Service, and Memory

Focus: research synthesis across source forms, one body paragraph.

Level	Student Thinking	HABIT / Task
Recall	Name a contribution, a source, and its source form.	Identify: Locate a contribution and name whether the source is poem, fiction, or nonfiction.
Skill		Categorize: Sort a contribution by exhibit, source form, and evidence job.
Strategic	Explain how a contribution proves the R and synthesize across source forms.	Connect: Write E2 that uses each source for the right job and links them to the reason.
Extended	Draft and revise a body paragraph that combines poetry, fiction, and nonfiction accurately.	Analyze & Revise: Compose R-E1-E2 with source-form accuracy and improve the synthesis.

Teacher Script

"Class, this week we start at Recall, naming a contribution and its source form. Then Skill, matching it to an exhibit and choosing the right evidence job. At the Strategic level, we explain how it proves our reason and synthesize across source forms. Finally, at the Extended level, you draft a paragraph that combines poetry, fiction, and nonfiction accurately. This is how we build our research stamina!"

Oral-Rehearsal Frame: The Contribution Connection

Teacher Script

"Let's rehearse out loud. The R is _____. My evidence is _____ (Q or P from _____, a _____ source). Because this is a _____, it works best as _____. This contribution strengthens or preserves the community by _____. This helps prove my R because _____. On the state writing assessment, you will use evidence and explain your thinking, so learning to add E2 after every E1 will help you all year."

Module 3 — Vocabulary

Tier 1 Vocabulary

Everyday words needed to talk, read, write, and participate in this module. Teacher script: "These are everyday words you may already know, but we will make them precise enough for research. Say each word, explain it in simple language, and use the oral frame."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
voice	the words or ideas a person shares	A voice can help a community by ____.
hands	parts of the body used to work, help, and create	These hands can ____.
story	a telling of events or experiences	The story preserved ____.
art	creative work such as painting, drawing, music, or sculpture	The art shows ____.
truth	what is honest and accurate	The truthful choice was ____.
care	concern shown through attention or action	The student showed care by ____.
share	to give, use, or communicate with others	The person shared ____.
remember	to keep or bring back knowledge of something	The community remembers ____.
serve	to help or contribute to others	I can serve by ____.
choice	a decision between possibilities	The choice affected ____.

Tier 2 Vocabulary

Academic research and writing words needed to complete the module successfully. Teacher script: "These are academic thinking words. They help us make research decisions, explain evidence, and talk about the structure of our writing. Say each word and use it in a sentence about this module."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
contribution	something a person gives or does to help a group	The contribution strengthened ____.
responsibility	the duty to make dependable and honest choices	Responsibility is shown when ____.
preserve	to protect or keep something from being lost	The artist preserved ____.
tradition	a practice or belief passed through a family or group	The tradition teaches ____.
culture	the shared customs, art, beliefs, and ways of life of a group	Culture is visible in ____.
legacy	what continues because of a person's words, choices, or work	The legacy continues when ____.
theme	a larger message that a text develops	The poem's theme is ____.
reflection	thinking that explains a larger lesson or meaning	My reflection shows ____.
significance	why something matters beyond one fact	The significance is ____.
source form	the type of source, such as poem, fiction, biography, website, or article	This source form is useful for ____.

Tier 3 Vocabulary

Passage-specific and concept-specific words drawn from the supplied sources. Teacher script: "These words belong especially to the passages and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use."

Word	Student-Friendly Meaning	Say It This Way
civil rights	rights that protect equal treatment and participation	SIV-uhl ryts
nonviolent	using peaceful actions rather than violence	non-VY-uh-lunt
Peace Corps	a service organization whose volunteers work with communities in other countries	PEES kor
volunteer	a person who freely gives time and effort to help	vol-un-TEER
Mexican-American	describing people of Mexican heritage who live in the United States	MEK-si-kun uh-MER-i-kun
frontier	land at the edge of a settled area	frun-TEER
inclusion	making sure people are welcomed and able to participate	in-KLOO-zhun
dependability	being trusted to do what one promised	dee-pen-duh-BIL-uh-tee
civic responsibility	an action people take to support or improve a community	SIV-ik ree-spon-suh-BIL-uh-tee
generation	people born and living during a similar period	jen-uh-RAY-shun
perspective	the viewpoint through which a person understands events	per-SPEK-tiv
historical record	evidence that helps later people understand the past	his-TOR-ih-kul REK-erd



Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 3 — Background Knowledge and Teacher Context

Passage 16, "People Make the Difference," teaches that a community's roads, buildings, and homes do not make it strong by themselves — people do. People strengthen communities in many different ways: they invent, teach, paint, write, lead, volunteer, listen, tell the truth, include others, and preserve culture. Module 3 gathers those contributions across source forms: the poems "A Dream Can Grow" (Passage 13, Dr. King) and "What Will You Give?" (Passage 14) carry themes of hope, voice, and service; Carmen Lomas Garza (Passage 4) and Laura Ingalls Wilder (Passage 3) preserve culture and everyday history through art and writing; "Crash" (Passage 11) illustrates honesty, "The Good Citizen" (Passage 12) illustrates dependable service, and "The Recess Question" (Passage A) illustrates inclusion and respectful decision making. The simulated source Small Choices, Strong Communities shows that people do not have to be famous to make a difference.

More Background for the Teacher

Module 3 builds the third body paragraph. The distinctive research skill is that different source forms have different jobs: a poem supports theme and significance (not a complete factual biography); fiction illustrates a decision, consequence, or civic habit as an example (not historical proof); biography and nonfiction support factual claims; and simulated sources are for source-form comparison. Effective service also includes cooperation, respect, and learning from the people being served. Keep the researcher's voice (E2) louder than the source voice, and require students to name each source form and use it only for the kind of evidence it can support.

Possible Student Misconceptions

- Only famous adults can strengthen a community.
- A poem can be treated as a factual biography in every detail.
- A fictional character's action proves that a historical event happened.
- Preserving a memory is less important than inventing a machine.
- Service means deciding for other people instead of listening and working beside them.

Teacher Script

"Misconceptions are not signs that a student cannot research. They are clues showing which part of the research process needs to become visible. Name the exact confusion, model one decision, and return the student to the source and the paper job."

Student Background Knowledge Needed Before Instruction

- Students have practiced several writing modes during the year.
- Students know that a thesis (central idea) answers a prompt.
- Students know that evidence comes from a source and explanation comes from the writer.
- Students can locate details in numbered or titled passage sections.
- Students have encountered the earlier passages listed in the yearlong connection map.

Teacher Context Knowledge

- The supplied Cluster 8 passages are evidence banks, not single-sitting read-aloud requirements. Use selected sections strategically and provide access through rereading, partner reading, audio, or excerpts as needed.
- The two simulated sources must remain labeled simulated. They are realistic practice forms, not real publications.
- Students should not be required to use every prior passage. Strong research selects the smallest set of strongest evidence.
- A direct quotation is not automatically better than a paraphrase. The writer chooses based on the job of the evidence.
- E2 should normally continue for multiple sentences until meaning, importance, and proof are clear.
- The final paper is argumentative in its thinking even though it uses informational research and several other writing structures.

Module 3 — Materials and Module at a Glance

Educator Preparation and Materials to Gather

- Passage 16, Small Choices Strong Communities, Passages 13 and 14, and selected earlier passages
- Community Contribution Museum Match cards and source-form badges
- Contribution-Impact exhibit mats and evidence labels
- Body Paragraph 3 planner, poetry quotation strip, and nonfiction paraphrase card
- Daily Deck - Module 3
- Student Interactive Research Notebook and the reproducibles in the resource section
- Colored pencils or highlighters for Q, P, E1, E2, source credit, and thesis (central idea) connections
- Timer, envelopes or Practice Pockets, scissors, and reusable game pieces
- Virtual copies of cards and organizers for remote or hybrid instruction

Module at a Glance

Day	Stage	Stage Minutes	Opening/Closing	Focus
Day 1	G + R	3 + 12	5	Attention hook, background, model, and checks
Day 2	A	14	3 + 3	Community Contribution Museum Match
Day 3	D + U	8 + 10	2	Discussion and independent writing
Day 4	A + T	9 + 8	3	Evidence-based award and precise target
Day 5	E	10	8 + 2	Living Community Contribution Gallery and module check

Module 3 — Daily Deck Storyboard

The slide numbers restart at 1 in every module. Every item a teacher would otherwise write on the board appears in the Daily Deck. The complete PowerPoint is delivered separately; this storyboard lets the teacher preview the instructional sequence.

Slide	Title	Student-Facing Content or Visual
1	Module 3: PEOPLE: Choices, Service, and Memory	How do people use choices, voices, talents, stories, and service to strengthen a community?
2	Learning Destination	I can use research evidence to complete a complete third body paragraph proving how responsible choices, service, voice, art, and stories help communities grow and remember.
3	GATHER + REVEAL	Monday stages and purpose
4	The Beautiful Empty Town	Show a drawing of a perfect town with roads, homes, schools, stores, parks, and no people. Ask students whether it is already a strong community.
5	First Prediction	What do you think before the background is revealed?
6	Final Cluster Prompt	Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.
7	Week Reason	A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.
8	Anchor Chart	Core Source Claim: Passage 16 begins by explaining that roads, buildings, stores, schools, parks, and homes do not make a community strong by themselves; people do.

9	Anchor Chart	Many Kinds of Contribution: People may invent, teach, paint, write, lead, volunteer, listen, tell the truth, include others, or preserve culture.
10	Teacher Model	Compare three sources: What Will You Give? expresses a theme of ordinary hands contributing; The Good Citizen illustrates dependable service through fiction; Passage 16 gives a factual synthesis about citizenship and contribution.
11	Check for Understanding 1	Which source is strongest for a poetic theme about service?
12	Check for Understanding 1 - Answer	What Will You Give?
13	ATTEMPT	Community Contribution Museum Match
14	Game Roles and Pieces	Curator; Source-Type Specialist; Evidence Label Writer; Docent. Seven exhibit mats; twenty-eight contribution cards; source-form badges (POEM, FICTION, BIOGRAPHY/NONFICTION, SIMULATED SOURCE); Use-It-As labels (FACT, EXAMPLE, THEME, SIGNIFICANCE).
15	Game Directions 1-2	Place the seven exhibit mats. Shuffle the contribution cards; the Curator reads one card aloud; the team places it on the correct exhibit mat.
16	Game Directions 3-4	The Source-Type Specialist adds the source-form badge. The Evidence Label Writer adds FACT, EXAMPLE, THEME, or SIGNIFICANCE.
17	Game Directions 5-7	The Docent explains how the contribution strengthens, helps, or preserves a community. Score one point for the exhibit, one for source form, one for appropriate use, and two for a complete explanation.
18	Game Round 1	Hope and Voice
19	Game Round 2	Service

20	Game Round 3	Art and Culture
21	Answer Key and Debrief	Hope and Voice: MLK poem; POEM; THEME/SIGNIFICANCE. Service: What Will You Give?; POEM; THEME/SIGNIFICANCE. Art and Culture: Garza; BIOGRAPHY/NONFICTION; FACT/SIGNIFICANCE.
22	DISCUSS + USE	How can a writer combine poetry, fiction, and nonfiction accurately in one research paragraph?
23	Discussion Question 1	Why can a poem support theme without proving every historical detail?
24	Discussion Question 2	How can fiction help research thinking?
25	Discussion Question 3	Why are Garza and Wilder important to community memory?
26	Independent U Directions	Independently write Body Paragraph 3. Begin with the assigned R. Use one short quotation from Passage 13 or 14 and one paraphrase from Passage 16, Passage 3, Passage 4, Passage 11, Passage 12, or Passage A. Identify each source form accurately and explain how the choices, service, voice, art, or stories strengthen or preserve a community.
27	Independent U Checklist	R names responsible choice/service/preservation; E1-A short poetic quotation with source credit, identified as a poem; E2-A explains theme and significance; E1-B paraphrases nonfiction fact or labeled fiction; E2-B explains impact and connects to the R; closing sentence synthesizes different talents.
28	AWARD + TARGET	Award specific evidence of growth. Target one precise next move or curiosity.

29	EXPLAIN TO OTHERS	Living Community Contribution Gallery: My exhibit represents...; The source form is...; I can use this source as a fact, example, theme, or significance because...; One quotation or paraphrase is...
30	Module Exit Ticket and Answer	People strengthen communities when they act with honesty and responsibility, serve needs they notice, use their voices for fairness and hope, and preserve important stories and traditions through art and writing. A strong community needs many different talents, not one kind of hero.

Module 3 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the research habit: research uses selected evidence, from the right source form, to prove an answer. Use one whenever the class changes activities, when energy dips, or right before a new research task.

This Module's Routine: "Source Form Freeze"



Teacher Script

"Tiny Time! I will name a source. Freeze and show the source form — arms up for POEM, open-book hands for FICTION, flat palms for NONFICTION — then whisper what job it can do (theme, example, or fact)."

How to run it:

- Signal the class and get all eyes on you.
- Name a source (for example, "What Will You Give?").
- Students freeze in the matching pose, then whisper the evidence job.
- Call two or three sources in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the source each time so the Tiny Time stays fresh all week.

Module 3 — Mentor Moves: Different Source Forms Have Different Jobs

Teacher Script

"Watch how I think like a researcher who uses many kinds of sources. A poem, a story, and a nonfiction passage are not the same kind of evidence. Part of research is naming what each source is and using it only for the job it can do."

Source Forms and Their Jobs

Source Form	Best Job	Example
Poetry	Theme and significance	"What Will You Give?" expresses a theme of ordinary hands contributing.
Fiction	An example of a decision or consequence	"The Good Citizen" illustrates dependable service.
Biography / Nonfiction	Factual support	Passage 16 gives a factual synthesis about citizenship and contribution.
Simulated source	Source-form comparison practice	Small Choices, Strong Communities (labeled simulated).

Teacher Script

"I model how each source can support a different part of the proof without pretending they are the same kind of evidence."

The Research Move, One Step at a Time

Model the decision sequence: R -> source -> Q or P -> source credit -> E2.

Teacher Script

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

Move	What the Researcher Does	Example
R — Reason	Name the reason this paragraph proves.	A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.
E1 — Poetry (Q)	Quote a poem for theme, and label it a poem.	In "What Will You Give?", the speaker asks, "What will I give?"
E2	Explain theme and significance (not historical fact).	Because this is a poem, the question works as a theme that turns citizenship into a personal decision.
E1 — Nonfiction (P)	Paraphrase a factual source with credit.	Passage 16 explains that Carmen Lomas Garza's paintings preserve Mexican-American family and community life.
E2 + Synthesis	Explain impact and combine talents under one R.	Her art strengthens community memory; together the poem, nonfiction, and fictional example prove that communities need many kinds of contributors.

Teacher Script

"Effective service also includes cooperation, respect, and learning from the people being served. Keep your researcher voice louder than the source voices, and remember that a strong community needs many different talents, not one kind of hero."

Before Students Read

This is a research source — an evidence bank, not a single-sitting read-aloud. Preview it with students, then reread selected sections to collect evidence. As you read, mark evidence to use later: use Q for a direct quotation (an author's exact words) and P for a paraphrase (a source idea in new words), and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

PASSAGE 1 — People Make the Difference: How Ideas and Actions Change Communities

- [1] A community can have roads, buildings, stores, schools, parks, and homes.
- [2] But those things alone do not make a community strong.
- [3] People do.
- [4] Throughout history, people have strengthened communities in many different ways. Some invented tools. Some made scientific discoveries. Some created businesses. Others wrote stories, painted pictures, established laws, served their neighbors, or spoke up for changes they believed were important.
- [5] Their work was different, but many of their stories followed a similar pattern.
- [6] Someone noticed something.
- [7] Someone asked a question.
- [8] Someone made a choice.
- [9] Then an idea or action created change.
- [10] Change Often Begins With a Problem
- [11] Many improvements begin when somebody notices that something is not working well.
- [12] Benjamin Franklin noticed a dangerous problem during thunderstorms.
- [13] In the 1700s, lightning strikes could set wooden buildings on fire. Homes, barns, churches, and other structures could be badly damaged.
- [14] Franklin studied electricity and asked questions about lightning. His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings.
- [15] A metal rod and conductor could provide electricity from lightning with a safer path toward the ground.
- [16] The invention did not stop storms.
- [17] Instead, it helped people respond to one of the dangers storms could cause.
- [18] Franklin's story shows an important pattern:
- [19] Notice a problem. Study it. Develop a possible solution.
- [20] Years later, a scientist named Louis Pasteur followed a similar pattern with a very different problem.
- [21] Pasteur studied microorganisms and helped scientists understand that tiny living things could cause changes in food and contribute to disease.
- [22] His research led to a process now called pasteurization, in which certain foods and liquids are heated for a specific amount of time to reduce harmful microorganisms.
- [23] Today, people may open a carton of milk without thinking about the scientific discoveries that helped make many foods safer.

[24] That is one interesting thing about successful solutions.

[25] Sometimes they become so common that people forget there was once a problem to solve.

[26] New Ideas Can Change Daily Life

[27] Inventors and scientists are not the only people who change communities.

[28] Business leaders can introduce ideas that affect how people work, shop, and travel.

[29] Henry Ford saw a transportation problem.

[30] Automobiles existed before Ford, but they were expensive and unavailable to many ordinary families.

[31] Ford wanted to produce a dependable automobile at a lower price.

[32] The Model T became popular, and Ford Motor Company used moving assembly-line production to manufacture automobiles more efficiently.

[33] As cars became more affordable and more common, daily life began to change.

[34] People could travel farther in less time.

[35] Roads became increasingly important.

[36] Businesses developed along travel routes.

[37] Workers could live farther from their jobs.

[38] Families could visit people and places that had once been difficult to reach.

[39] One business idea helped create changes far beyond a factory.

[40] Sam Walton also built a business around a problem he believed he could address.

[41] He wanted stores to offer many products at prices that families could more easily afford. His first Walmart store opened in Arkansas in 1962, and the company eventually expanded to many communities.

[42] Retail businesses can create jobs and provide customers with products and services. Their growth can also change the way people shop and affect other businesses in a community.

[43] That is another important lesson for researchers:

[44] Change can have more than one effect.

[45] When studying a person or idea, researchers should not stop after asking, "What happened?"

[46] They can also ask:

[47] Who was affected?

[48] What improved?

[49] What changed?

[50] Were there new challenges too?

[51]

Those questions lead to deeper thinking.

[52] Communities Also Need Rules

[53] Imagine a town full of creative inventions but no agreed-upon rules.

[54] Who decides what is fair?

[55] What happens when two people disagree?

[56] What keeps one person from simply taking what belongs to someone else?

[57] Communities need ways to solve disagreements and protect people.

[58] That is one reason laws and rules matter.

[59] Rules explain what people are expected to do. Laws can protect rights, establish responsibilities, and provide ways to settle disputes.

[60] The idea of rule by law is very old.

[61] Ancient civilizations developed written laws because growing communities needed ways to organize behavior and solve conflicts.

[62] Ancient Greece also contributed ideas about citizenship and participation in government. In some Greek city-states, certain citizens gathered to discuss issues and vote.

[63] The system was not the same as democracy in the United States today, and not everyone in ancient Greece was allowed to participate. However, Greek ideas about citizens taking part in decisions influenced later thinking about government.

[64] Modern students can practice some of the same basic civic habits on a much smaller scale.

[65] Suppose a class is deciding whether recess should be longer.

[66] One student may argue that children need more time to move.

[67] Another may point out that a longer recess could reduce time for other school subjects.

[68] Someone else may suggest an additional short movement break.

[69] A good decision does not require everyone to begin with the same opinion.

[70] Instead, people can gather information, listen to different perspectives, discuss possible solutions, and vote.

[71] That is citizenship in action.

[72] Good Citizenship Happens in Ordinary Moments

[73] Citizenship is not only something presidents, mayors, or government officials practice.

[74] Children can demonstrate good citizenship too.

[75] A student who admits breaking something accidentally shows honesty.

[76] A volunteer who completes an important job shows responsibility.

[77] A child who notices someone sitting alone and invites that person to join a game demonstrates respect and inclusion.

[78] These actions may seem small compared with writing a law or inventing a machine.

[79] Yet communities depend on them.

[80] Imagine what would happen if nobody kept promises.

[81] What if people refused to admit mistakes?

[82] What if nobody helped when help was needed?

[83] Trust would become difficult.

[84] Cooperation would weaken.

[85] Communities become stronger when individuals understand that their actions affect other people.

[86] Being a good citizen does not mean being perfect.

[87] It means making responsible choices, correcting mistakes, treating others respectfully, and contributing when possible.

[88] Service Can Travel Far

[89] Sometimes service begins with a small action.

[90] Sometimes an idea about service spreads across a nation.

[91] In 1961, President John F. Kennedy challenged Americans to think about what they could contribute to their country rather than only what their country could provide for them.

[92] That same year, the Peace Corps was established.

[93] Peace Corps volunteers have worked with communities in other countries in areas such as education, agriculture, health, and community development.

[94] Effective service is not simply arriving somewhere and announcing what other people need.

[95] Good service requires listening, cooperation, respect, and learning from the people being served.

[96] Service can also happen much closer to home.

[97] A child can collect supplies.

[98] A family can volunteer.

[99] A student can help a younger reader.

[100] Neighbors can clean a shared space.

[101] A person can notice a need and decide to contribute.

[102] The scale is different, but the idea is similar:

[103] What can I give?

[104]

Words Can Change Communities Too

[105] Some people influence communities through speeches and leadership.

[106] Dr. Martin Luther King Jr. used speeches, marches, writing, and nonviolent action as part of the struggle for civil rights.

[107] His words reached enormous audiences, but their importance did not end when a speech was over.

[108] Ideas can travel from one person to another.

[109] A listener remembers.

[110] A parent tells a child.

[111] A teacher shares a story.

[112] A student decides to treat someone differently.

[113] Words can become actions.

[114] This is one reason historical speeches remain important sources. They help researchers understand not only what a leader said but also what problems people were confronting and what changes they hoped to create.

[115] Art and Stories Preserve Communities

[116] Not every person changes a community by inventing, voting, or speaking to a crowd.

[117] Some preserve experiences that might otherwise be forgotten.

[118] Carmen Lomas Garza does this through art.

[119] Her paintings show scenes from Mexican-American family and community life—cooking, celebrations, gatherings, games, and everyday activities.

[120] An ordinary family moment can become a historical record when an artist preserves it.

[121] A viewer can study clothing, food, activities, surroundings, and interactions between people.

[122] Art can become evidence about culture.

[123] Laura Ingalls Wilder preserved memories in another way.

[124] Her Little House books drew from her experiences growing up in a family that moved through several parts of the American frontier.

[125] Her writing describes transportation, homes, weather, schooling, chores, farming, and family life.

[126] Researchers must remember that personal stories present events through one person's perspective, and historical accounts should be compared with other sources. Even so, stories can provide valuable information about everyday life.

[127] Garza and Wilder remind us that history is not only about famous battles or government leaders.

[128] History also lives in kitchens, classrooms, farms, neighborhoods, family traditions,

paintings, letters, objects, and memories.

[129] Someone has to preserve those stories.

[130] There Is More Than One Way to Make a Difference

[131] Benjamin Franklin used science and invention.

[132] Louis Pasteur used scientific investigation.

[133] Henry Ford changed manufacturing and transportation.

[134] Sam Walton developed a retail business.

[135] Carmen Lomas Garza preserved culture through art.

[136] Laura Ingalls Wilder preserved memories through writing.

[137] Martin Luther King Jr. used leadership and words to call for change.

[138] John F. Kennedy encouraged citizens to think about service.

[139] Children can demonstrate honesty, responsibility, cooperation, and respect in their own communities.

[140] These people did not contribute in the same way.

[141] That may be the most important idea of all.

[142] A community does not need everyone to have the same talent.

[143] It needs people who are willing to use different talents for useful purposes.

[144] One person may build.

[145] Another may teach.

[146] Another may invent.

[147] Another may paint.

[148] Another may organize.

[149] Another may volunteer.

[150] Another may speak.

[151] Another may listen.

[152] The Question Passes to Us

[153] When researchers study history, they gather evidence about what other people did.

[154] But history can also leave us with questions.

[155] What problem did this person notice?

[156] What evidence helped that person understand the problem?

[157] What action was taken?

[158] Who was affected?

[159] How did the community change?

[160] What can we learn from the result?

[161] Those questions connect people who lived hundreds or thousands of years apart.

[162] They also connect the past to the present.

[163] A third grader may not invent a famous machine this year.

[164] A child may not create a national organization or give a speech heard by millions.

[165] But every person participates in a community.

[166] Every person makes choices.

[167] Every person has some ability to contribute.

[168] A student can solve a problem.

[169] A student can preserve a family story.

[170] A student can include someone.

[171] A student can volunteer.

[172] A student can ask a useful question.

[173] A student can listen carefully before making a decision.

[174] A student can notice that something needs to be better and begin thinking about how to improve it.

[175] Communities are shaped by geography, resources, buildings, roads, laws, and technology.

[176] But none of those things acts by itself.

[177] People decide what to build.

[178] People decide what to invent.

[179] People decide how to treat one another.

[180] People decide what stories to preserve.

[181] People decide whether to participate.

[182] That is why the story of a community is ultimately the story of its people.

[183] Places give communities somewhere to grow. People give communities a reason to grow stronger.

Module 3 — Second Source: Small Choices, Strong Communities (Simulated)

This is a simulated nonfiction book excerpt created for research practice. Students must label it "Simulated Source" — it is a realistic practice form, not a real publication. Use it for source-form recognition, corroboration of the problem-solution pattern, and note-taking.

Pretend Book: Small Choices, Strong Communities. Author: Dr. Elena Brooks. Excerpt from Chapter 5: "People Make the Difference." Source Type: Simulated nonfiction book excerpt.

Every community has problems to solve. Sometimes the problems are large. Sometimes they begin with something small that one person notices.

Change often follows four steps:

NOTICE -> QUESTION -> ACT -> IMPACT

Benjamin Franklin noticed that lightning could damage buildings and start fires. He studied electricity and helped develop the lightning rod. His work gave people a way to better protect buildings during storms.

Scientists can make a difference too. Louis Pasteur studied tiny microorganisms. His research helped people understand more about germs and led to a process called pasteurization. His work helped make certain foods and drinks safer.

Artists can strengthen communities in a different way. Carmen Lomas Garza painted scenes of Mexican-American family life. Her artwork preserved memories of celebrations, foods, traditions, and everyday experiences. Her paintings help future generations learn about culture.

People do not have to become famous to make a difference.

A student might welcome someone who is new.

A volunteer might help at an animal shelter.

Neighbors might work together to clean a park.

Citizens might listen to different ideas before voting on a community question.

Each action begins with a choice.

Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help.

Questions for Young Researchers

When you study someone who helped a community, ask:

What did the person notice?

What problem or need existed?

What action did the person take?

How did that action help others?

Big Idea:

People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.

This is a simulated book excerpt created for research practice.

🕒 Day 1 - Gather and Reveal (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
TEKS 11(B)(iii)	develop drafts 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

Day 1 Purpose

G - Gather (3 min) and R - Reveal (12 min), closing 5 min.

Our Overarching Question: What can people give a community that buildings, roads, and resources cannot give by themselves?

G — Gather: The Beautiful Empty Town

Grouping: Whole group. 3 minutes. Materials: hook visual or objects, Daily Deck, student research notebooks.

Show a drawing of a perfect town with roads, homes, schools, stores, parks, and no people. Ask students whether it is already a strong community.

🔊 Teacher Script

"This town has every building we can imagine. It has a school, a hospital, roads, parks, stores, and houses. But no one tells the truth, helps a neighbor, preserves a story, shares an idea, or welcomes anyone. Is it a strong community? What is missing that cannot be poured from concrete or cut from wood?"

★ Daily Deck Slide (M3-05 - First Prediction)

Write on the board: Students commit to an initial idea before background information is revealed.

Check for Understanding — Ask: What makes an answer a prediction rather than a proven conclusion? Expected response: A prediction is an early idea. A proven conclusion requires evidence and explanation.

R — Reveal: Background, Instructions, and Modeling **Teacher Script**

"Today we begin with this question: What can people give a community that buildings, roads, and resources cannot give by themselves? I am going to reveal the research background in small pieces. Your job is not to copy every word. Listen for the decisions a researcher must make."

★ Daily Deck Slide (M3-06 - Final Cluster Prompt)

Write on the board: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

★ Daily Deck Slide (M3-07 - Week Reason)

Write on the board: A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.

Reveal Point 1: Core Source Claim

Passage 16 begins by explaining that roads, buildings, stores, schools, parks, and homes do not make a community strong by themselves; people do.

 Teacher Script

"Passage 16 begins by explaining that roads, buildings, stores, schools, parks, and homes do not make a community strong by themselves; people do. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 2: Many Kinds of Contribution

People may invent, teach, paint, write, lead, volunteer, listen, tell the truth, include others, or preserve culture.

 Teacher Script

"People may invent, teach, paint, write, lead, volunteer, listen, tell the truth, include others, or preserve culture. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 3: Source Forms Have Jobs

Poetry supports theme and significance; fiction illustrates decisions and consequences; biography and nonfiction support factual claims; simulated sources practice source comparison.

 Teacher Script

"Poetry supports theme and significance; fiction illustrates decisions and consequences; biography and nonfiction support factual claims; simulated sources practice source comparison. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 4: Service Requires Listening

Effective service includes cooperation, respect, and learning from the people being served.

 Teacher Script

"Effective service includes cooperation, respect, and learning from the people being served. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 5: Week 3 Reason

The third body paragraph will prove how responsible choices, service, voice, art, and stories strengthen and preserve communities.

 Teacher Script

"The third body paragraph will prove how responsible choices, service, voice, art, and stories strengthen and preserve communities. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Teacher Modeling — Think Aloud

Compare three sources: What Will You Give? expresses a theme of ordinary hands contributing; The Good Citizen illustrates dependable service through fiction; Passage 16 gives a factual synthesis about citizenship and contribution. Model how each source can support a different part of the proof without pretending they are the same kind of evidence.

 Teacher Script

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

 Daily Deck Slide (M3-10 - Teacher Model)

Write on the board: Teacher model shown one step at a time: R -> source -> Q or P -> source credit -> E2.

Auditory Engagement — Listen, Decide, Retrieve

Listen to each statement without writing. When I pause, show Q with two fingers, P with one open palm, or E2 by pointing to your head. Then explain why.

Sentence	Answer
The source says, "A place gives people resources and challenges."	Q - exact source words
The simulated website explains that every location offers both useful resources and difficulties.	P - source idea in new words and structure
This matters because people must decide how to use the help and respond to the difficulty.	E2 - student reasoning

Checks for Understanding

- Ask: Which source is strongest for a poetic theme about service? Expected response: What Will You Give?
- Ask: Which source can illustrate a fictional example of dependability? Expected response: The Good Citizen.
- Ask: Which source is strongest for a factual statement about several kinds of community contribution? Expected response: Passage 16.

II Pause Point

Do not move on until students can state the R, identify a useful source, and explain why E2 must follow E1. Reteach with one short source excerpt if students are still naming facts without paper jobs.

 The Answer to Our Overarching Question

Day 1 Answer: People give communities honesty, responsibility, service, voice, creativity, memory, cooperation, and care. Those choices turn a collection of buildings into a group that can trust, help, and remember one another.

**Virtual Classroom Adjustment for This Day**

- Share the Daily Deck and use annotation tools to reveal the hook one object, card, or sentence at a time.
- Use an all-participant poll for the first prediction, then repeat the poll after the reveal so students can see how evidence changed thinking.
- Students type Q, P, or E2 in the chat at the same time for auditory engagement.
- Post the completed anchor chart and final prompt in the class stream after the lesson.
- Students submit one photograph or digital note containing the Week R and one source they expect to use.

🕒 Day 2 - Attempt (20 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail
ELPS 4(C)(ii)	write using content-area vocabulary

Day 2 Purpose

A - Attempt (14 min), opening 3 min, closing 3 min.

Our Overarching Question: How can the game Community Contribution Museum Match help us practice the week's research decisions?

Attempt — Community Contribution Museum Match

Grouping: Museum teams of three or four. 14 minutes.

🔊 Teacher Script

"Today you will attempt the new learning with other researchers. The goal is not to move the fastest. The goal is to make every decision visible and defend it with a because statement."

Roles: Curator / Source-Type Specialist / Evidence Label Writer / Docent.

Game Pieces:

- Seven exhibit mats: Hope and Voice, Service, Art and Culture, Writing and Memory, Honesty, Dependability, Inclusion and Decision Making
- Twenty-eight contribution cards
- Source-form badges: POEM, FICTION, BIOGRAPHY/NONFICTION, SIMULATED SOURCE
- Use-It-As labels: FACT, EXAMPLE, THEME, SIGNIFICANCE
- Museum scorecard and answer key

Student Directions — Read These Exactly

Teacher Script

"Listen to every direction before touching a game piece. After the directions, your team will repeat the first three steps back to me. During the game, no card earns a point until someone explains why it belongs."

1. Place the seven exhibit mats around the room or table.
2. Shuffle the contribution cards. The Curator reads one card aloud.
3. The team places the card on the correct exhibit mat.
4. The Source-Type Specialist adds the correct source-form badge.
5. The Evidence Label Writer adds FACT, EXAMPLE, THEME, or SIGNIFICANCE to show how the card may be used in a research paper.
6. The Docent explains how the contribution or choice strengthens, helps, or preserves a community.
7. Score one point for the exhibit, one for source form, one for appropriate use, and two for a complete explanation.

Teacher Demonstration Round

Demonstration Card — MLK POEM - VOICE: A hopeful voice travels from one person to another and invites later people to carry the dream.

Teacher Script

"I will read the entire card. I will not place it because one word seems familiar. I will name the case, the card's job, the source connection, and the proof sentence. Watch how I disagree with myself before I decide."

Check for Understanding — Ask: What must happen before a card earns a point? Expected response: A student must explain why it belongs and how it helps prove the weekly R.

Cut-Apart Game Cards — Print One Set Per Team

Hope and Voice (MLK Poem — Passage 13)

- VOICE: A hopeful voice travels from one person to another and invites later people to carry the dream.
- CHOICE: Children carry hope when they listen, include others, and choose what is right.
- IMPACT: The poem's theme shows that words can become actions across generations.
- SOURCE: Passage 13: poem; use as THEME or SIGNIFICANCE, not as a complete factual biography.

Service (Service Poem — Passage 14)

- HANDS: Ordinary hands can gather, plant, clean, share, welcome, and help.
- QUESTION: The repeated question asks, What will I give?
- IMPACT: The poem's theme shows that service begins with nearby choices and useful actions.
- SOURCE: Passage 14: poem; use as THEME or SIGNIFICANCE.

Art and Culture (Garza)

- CONTRIBUTION: Carmen Lomas Garza painted Mexican-American family and community life.
- PRESERVATION: Her art keeps celebrations, foods, games, gatherings, and everyday experiences visible to later generations.
- IMPACT: Art can become evidence about culture and help communities remember.
- SOURCE: Passage 4 and Passage 16: biography/nonfiction; use as FACT and SIGNIFICANCE.

Writing and Memory (Wilder)

- CONTRIBUTION: Laura Ingalls Wilder wrote stories drawing from frontier experiences.
- PRESERVATION: Her writing describes homes, weather, schooling, chores, farming, and family life.
- IMPACT: Stories can preserve everyday history while researchers still compare the writer's perspective with other sources.
- SOURCE: Passage 3 and Passage 16: biography/nonfiction; use as FACT, EXAMPLE, and SOURCE-PERSPECTIVE practice.

Honesty (Crash)

- CHOICE: A character faces the need to admit a mistake and take responsibility.
- IMPACT: Honesty and correcting a mistake help protect trust.
- SOURCE: Passage 11: fiction; use as an EXAMPLE of a choice and consequence, not a historical fact.
- SIGNIFICANCE: Communities weaken when people hide harm and strengthen when people take responsibility.

Dependability (The Good Citizen)

- CHOICE: A character completes a helpful responsibility even when the task is not glamorous.
- IMPACT: Dependability allows others to trust that important work will be completed.
- SOURCE: Passage 12: fiction; use as an EXAMPLE of service and responsibility.
- SIGNIFICANCE: Small actions become community strength when many people contribute.

Inclusion and Decision Making (The Recess Question)

- **CHOICE:** Beth includes a new student, and the class listens to several perspectives before voting.
- **IMPACT:** Inclusion and respectful decision making strengthen a classroom community.
- **SOURCE:** Passage A: fiction; use as an **EXAMPLE** of citizenship habits.
- **SIGNIFICANCE:** Children can practice community-building choices in ordinary school moments.

Distractor Cards

- The Nile left fertile soil after flooding.
- The Mayflower crossed the Atlantic Ocean.
- A lightning rod provides a path toward the ground.
- An assembly line organizes manufacturing steps.

Exhibit	Correct Assembly and Source Connection
Hope and Voice	MLK poem cards; POEM; THEME/SIGNIFICANCE.
Service	What Will You Give? cards; POEM; THEME/SIGNIFICANCE.
Art and Culture	Garza cards; BIOGRAPHY/NONFICTION; FACT/SIGNIFICANCE.
Writing and Memory	Wilder cards; BIOGRAPHY/NONFICTION; FACT/EXAMPLE/PERSPECTIVE.
Honesty	Crash cards; FICTION; EXAMPLE/SIGNIFICANCE.
Dependability	The Good Citizen cards; FICTION; EXAMPLE/SIGNIFICANCE.
Inclusion and Decision Making	The Recess Question cards; FICTION; EXAMPLE/SIGNIFICANCE.

Answer Key

Use the key after the team defends its thinking. A student who changes a placement because the evidence no longer fits is demonstrating research growth, not failure.

Embedded Checks for Understanding

Look For	Teacher Response
Can the student name the card or token job?	Prompt with: Is this source, evidence, explanation, choice, impact, theme, or structure?
Can the student cite the source form accurately?	Ask: What kind of source is this, and what can it safely prove?
Can the student connect the card to the R?	Require the oral frame: This helps prove the R because...
Can the student reject a distractor?	Ask the student to name why the fact is interesting but irrelevant to the current reason.

✓ The Answer to Our Overarching Question

Day 2 Answer: Community Contribution Museum Match helps us practice because the pieces force us to sort, source, compare, and explain evidence before it can enter the paper.

Virtual Classroom Adjustment for This Day

- Create one shared slide per team with movable card images and locked case mats.
- Use breakout rooms with the same roles; the teacher rotates and listens for because statements.
- Students place a digital Q, P, source-form, or structure token beside each card.
- Post the answer key only after breakout rooms close and teams submit a screenshot of their assembly.
- Use a final poll asking which distractor was hardest to reject and why.

🕒 Day 3 - Discuss and Use (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Day 3 Purpose

D - Discuss (8 min) and U - Use Again (10 min), closing 2 min.

Our Overarching Question: How can a writer combine poetry, fiction, and nonfiction accurately in one research paragraph?

D — Discuss: Make Yesterday's Thinking Visible

Grouping: Whole group. 8 minutes.

🔊 Teacher Script

"Yesterday the cards made our decisions visible. Today we will discuss why those decisions worked. I want to hear your reasoning, not only the answer. Use the source, the R, and the paper job in your response."

Teacher Question	Possible Student Response	Teacher Response
Why can a poem support theme without proving every historical detail?	Poetry uses voice, image, and compressed language; it communicates meaning but may not provide complete factual context.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
How can fiction help research thinking?	It can illustrate a decision, consequence, or civic habit, as long as the writer identifies it as an example rather than historical proof.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
Why are Garza and Wilder important to community memory?	They preserve culture and everyday experiences through art and writing.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
How are service and invention similar?	Both may begin when someone notices a need and chooses a useful response.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
What does the researcher add after a poetic quote?	E2 explaining theme, significance, and connection to the R.	Affirm the reasoning, then press for the source, paper job, or connection to the R.

Misconception Response — If Students List Instead of Prove

Teacher Script

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

U — Use Again: Independent Writing Assignment

Grouping: Independent. 10 minutes in the core lesson, with additional writing time during the regular writing block as needed.

Teacher Script

"This is the U stage, so your work must now be your own. You may use your sources, notes, and organizer, but another student may not choose your evidence, write your sentence, or explain your thinking. Independence does not mean no support; it means the decisions on the paper belong to you."

Independent Assignment

Independently write Body Paragraph 3. Begin with the assigned R. Use one short quotation from Passage 13 or 14 and one paraphrase from Passage 16, Passage 3, Passage 4, Passage 11, Passage 12, or Passage A. Identify each source form accurately and explain how the choices, service, voice, art, or stories strengthen or preserve a community.

Student Checklist

- R names responsible choice, service, or preservation as the third thesis (central idea) reason
- E1-A uses a short poetic quotation with source credit and identifies the source as a poem
- E2-A explains the theme and significance rather than pretending the quote is a complete historical record
- E1-B paraphrases a nonfiction fact or clearly labeled fictional example
- E2-B explains the community impact and connects to the R
- The closing sentence synthesizes different talents and contributions

Independent Writing Planner

Part	Student Planning Space or Reminder
R - My reason or way	A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.
E1-A - Evidence	Q or P? Source credit? Exact note:
E2-A - Meaning	This means...
E2-A - Importance	This matters because...
E2-A - Proof	This helps prove my R because...
E1-B - Evidence	Q or P? Source credit? Exact note:
E2-B - Meaning, Importance, Proof	Continue until the evidence is thoroughly explained.
Linking Sentence	Connect this reason to the thesis (central idea) or next section.

Teacher Conferencing Script

Teacher Script

"Tell me the R without reading it. Point to one E1. Is it Q or P, and where is the source credit? Now show me the first E2 sentence that explains meaning. Which later sentence connects the evidence back to the R? I will not give you the sentence, but I will help you find the missing job."

 The Answer to Our Overarching Question

Day 3 Answer: A writer combines source forms accurately by naming what each source is, using it only for the kind of evidence it can support, crediting it, and explaining how the different examples work together to prove one reason.

 Virtual Classroom Adjustment for This Day

- Post one discussion question per slide and use a round-robin so every student speaks or contributes in chat.
- Place students in breakout rooms of three for two minutes, then return for whole-group synthesis.
- Provide a fillable organizer, but lock the model and answer key so students complete their own writing.
- Students submit the independent draft before collaborative feedback begins.
- Use private comments to ask job-based questions rather than rewriting sentences for the student.

🕒 Day 4 - Award and Target (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(C)(i-x)	revision for sentence structure, word choice, coherence, and clarity
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Day 4 Purpose

A - Award (9 min) and T - Target (8 min), closing 3 min.

Our Overarching Question: What contribution did I explain most clearly, and where must I improve source-form accuracy or significance?

A — Award the Best Evidence of Growth

Teacher Script

"An award is not vague praise. Today you will point to evidence on your own paper and name the research behavior it proves. Your award sentence must include what you did and where I can see it."

Award options — point to evidence on your paper:

- I identified the poem, fiction, or nonfiction source form correctly.
- I used a poetic quotation for theme or significance.
- I used nonfiction for accurate factual support.
- I labeled fiction as an example rather than a historical fact.
- I explained how a choice affects trust, service, memory, fairness, or belonging.
- I synthesized more than one kind of contribution.

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

Teacher Recognition Examples

- You selected a shorter quotation and then used three E2 sentences. That allowed your researcher voice to remain stronger than the source voice.
- You rejected an interesting fact because it did not match the R. That is evidence of purposeful research.
- You named the source form and used it for an appropriate job. That protects the accuracy of your paper.
- You revised the link between two pieces of evidence. That improved cohesion rather than merely adding more information.

T — Target: Select One Exact Next Move

Teacher Script

“A target is not My paper is bad. A target names the next action. Choose the one change that will improve your proof most, and write exactly where you will make it.”

- I need to name the source form clearly.
- I need to explain why the contribution matters beyond one person.
- I need another source showing a different talent or kind of service.
- I need to distinguish theme from factual evidence.
- I have a new curiosity about a person, tradition, civic action, or community memory.

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

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

Peer Support Without Peer Writing

Teacher Script

“Partners may point to the checklist, ask a question, or identify a missing job. Partners may not supply the evidence, rewrite the sentence, or decide the target. The writer remains the decision maker.”

The Answer to Our Overarching Question

Day 4 Answer: I can identify a specific research strength by pointing to evidence on my paper, and I can set a useful target by naming the exact next action or curiosity.

**Virtual Classroom Adjustment for This Day**

- Students highlight one award example on a shared copy and type the award frame in a private response.
- Use a choice board with target categories; students select one and write the exact location of the change.
- Partners use breakout rooms only for questions and checklist feedback, not sentence rewriting.
- Students submit before-and-after screenshots of the targeted revision.
- Save curiosity questions in a shared digital Wonder Wall for the final expo.

🕒 Day 5 - Explain to Others (20 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Day 5 Purpose

E - Explain to Others (10 min), assessment 8 min, closing 2 min.

Our Overarching Question: How can I teach others that communities need many kinds of contributors?

Explain to Others — Living Community Contribution Gallery

Grouping: Partners, rotating small groups, or invited audience. 10 minutes.

🔊 Teacher Script

"Today you will teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves. Use the oral frames, but speak naturally and point to your work."

Student Oral Frames

- My exhibit represents...
- The source form is...
- I can use this source as a fact, example, theme, or significance because...
- One quotation or paraphrase is...
- This contribution strengthens or preserves the community by...
- A different contribution from another passage is...
- Together, these examples prove...

Listener Responsibilities

- Listen for a clear R or thesis (central idea).
- Identify whether the evidence is Q or P.
- Listen for source credit.
- Ask one why or how follow-up question.
- Name one specific strength in the E2 explanation.

Teacher Listening Focus

Listen for: the student should use because, this means, this matters, or this proves language. A student who repeats a fact but cannot connect it to the R needs one more conference with the E2 ladder.

Module Exit Ticket

1. Match poem, fiction, and nonfiction to the best evidence job.
2. Name one service example and one preservation example.
3. Write one sentence explaining why children can be community contributors.
4. Write one sentence connecting Passage 13 or 14 to Passage 16.
5. Answer the module question in one complete sentence.

Exit Ticket Answer Key

- Poem -> theme/significance; fiction -> illustrative example; nonfiction/biography -> factual evidence and explanation.
- Service may come from Passage 14, Passage 12, Passage A, or Passage 16; preservation may come from Garza, Wilder, art, stories, or traditions.
- Supported answers mention honesty, inclusion, service, responsibility, listening, helping, or another passage-based action.
- Connection should show hope/service moving into choices or people using talents and actions to help meet needs.
- Answer should explain that many kinds of responsible choices, voices, talents, and memories are needed for a strong community.

The Answer to Our Overarching Question

Module Answer: People strengthen communities when they act with honesty and responsibility, serve needs they notice, use their voices for fairness and hope, and preserve important stories and traditions through art and writing. A strong community needs many different talents, not one kind of hero.

**Virtual Classroom Adjustment for This Day**

- Use breakout rooms of two and post the oral frames inside every room.
- Students screen-share the paragraph, source note, or exhibit while teaching.
- Listeners submit one evidence-based compliment and one why/how question in a form.
- Record one volunteer explanation, with permission, and replay it to identify R, E1, E2, and source credit.
- Use the exit ticket as a short form that sorts responses by question.

**Daily Deck Slide (M3-30 - Module Exit Ticket and Answer)**

Write on the board: The module exit ticket, module answer, and next-week bridge.

Module 3 — Low, Medium, and High Exemplars

Prompt: Independently write Body Paragraph 3. Begin with the assigned R. Use one short quotation from Passage 13 or 14 and one paraphrase from Passage 16, Passage 3, Passage 4, Passage 11, Passage 12, or Passage A. Identify each source form accurately and explain how the choices, service, voice, art, or stories strengthen or preserve a community.

Exemplar Use Note: Use exemplars after students complete the independent draft. The purpose is to make growth visible, not to give students a paragraph to copy before the U stage.

LOW Exemplar

- Student Response: "People make communities strong. MLK had a dream. People should help. Garza painted. This proves people are important."
- What Is Working and What Comes Next: The writer recognizes the people theme and names two examples, but the response does not identify source forms, has no exact quote or true paraphrase, lacks source credit, and does not explain how each contribution strengthens or preserves a community.

MEDIUM Exemplar

- Student Response: "A third way communities grow strong is when people help and remember important things. The poem What Will You Give? asks, "What will I give?" This means people should serve. Passage 16 says Carmen Lomas Garza painted family life. Her paintings helped people remember culture. Different people can help in different ways."
- What Is Working and What Comes Next: The paragraph has a clear R, a suitable poetic quotation, a factual example, and basic significance. It needs stronger source attribution, more precise paraphrasing, multiple E2 sentences after each evidence piece, and a deeper synthesis of service and preservation.

HIGH Exemplar

- Student Response: "A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions. In the poem *What Will You Give?*, the speaker asks, "What will I give?" Because this is a poem, the question works as a theme rather than a list of historical facts. It turns citizenship into a personal decision and reminds readers that useful service can begin with ordinary hands, time, listening, and care. Passage 16 explains that Carmen Lomas Garza's paintings preserve Mexican-American family and community life, including celebrations, foods, games, and everyday gatherings. Her art strengthens community memory because later viewers can study details that might otherwise be forgotten. The *Good Citizen* adds a fictional example of dependability: a community can trust people who complete needed work. Together, the poem, nonfiction passage, and fictional example prove that communities need many kinds of contributors. Some people speak, some create, some remember, and some quietly help."

- What Is Working and What Comes Next: The writer identifies source forms, uses poetry for theme, nonfiction for factual support, and fiction as an example. The paragraph contains sustained E2 and synthesizes different talents under one R.

Module 3 — Assessment Opportunities and Embedded Checks

Day	Evidence of Learning
Day 1	Prediction, source/job identification, Q-P-E2 auditory responses, reveal CFUs
Day 2	Game placements, oral because statements, source-form accuracy, distractor rejection
Day 3	Discussion reasoning, independent U writing, source credit, E2 completeness
Day 4	Evidence-based award, precise target, before-and-after revision
Day 5	Oral teaching, listener feedback, exit ticket, module question answer

Formative Focus

The Day 3 independent Body Paragraph 3 is the primary formative product. Look for a clear R naming responsible choice/service/preservation, a short poetic quotation identified as a poem, a paraphrase from nonfiction or clearly-labeled fiction with source credit, source-form accuracy, sustained E2 that explains theme/significance/impact, and a closing sentence that synthesizes different talents.

Module Exit Ticket (Day 5)

1. Match poem, fiction, and nonfiction to the best evidence job.
2. Name one service example and one preservation example.
3. Write one sentence explaining why children can be community contributors.
4. Write one sentence connecting Passage 13 or 14 to Passage 16.
5. Answer the module question in one complete sentence.

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 match a source form to the right evidence job.
- Visual/Physical — Attempt — Source Form Sort: As you name sources aloud, students show POEM, FICTION, or NONFICTION with the class pose and name the job the source can do.
- Written — Discuss/Use — One-Sentence Synthesis: Students write one sentence that combines two different contributions under the week's R.

Assessment Option

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

- Listen — assess through student discussion and "because" statements.
- Look — observe a museum-match placement, badge, or use-label.
- Collect — have students produce a Q/P note or a body-paragraph draft you can examine.

Intervention — Module 3

- Reduce the source set to two carefully chosen excerpts (one poem, one nonfiction) without removing the requirement to distinguish quotation, paraphrase, and explanation.
- Color-code R, E1, E2, and source credit. Keep the same colors across organizer, draft, and Daily Deck.
- Use oral rehearsal before writing: say the R, say the evidence, then answer So what? twice.
- Provide a preselected poem-and-nonfiction pair and ask the student to choose Q or P and write E2 independently.
- Use sentence frames temporarily, then remove one frame at a time as independence grows.

Enrichment — Module 3

- Require a third source form or a counterexample and ask the student to explain how it changes or qualifies the claim.
- Compare the usefulness and limits of a poem, fiction passage, biography, and simulated source for the same reason.
- Ask the student to investigate a new kind of contribution (voice, art, service, memory) and add it only if it strengthens the existing R.
- Invite the student to explain why the same community need can be met by different talents.
- Have the student design and defend an additional exhibit element for the final expo.

Module 3 — Additional Writing Opportunity

Transfer Prompt

Write a brief response answering: How do people use choices, voices, talents, stories, and service to strengthen a community? Use one new source or earlier passage not used in the independent U assignment. Name the source form and include one E1 and at least two E2 sentences.

Planning Support

1. Name the R (reason) you will prove.
2. Choose one new source (poem, fiction, or nonfiction) you did not use in Body Paragraph 3, and name its form.
3. Select your E1 — decide Q (direct quotation) or P (paraphrase) and record the source credit.
4. Write at least two E2 sentences explaining the theme or significance, the impact, and how the evidence proves the R.

Drafting Space

Success Criteria

- My response answers the transfer question.
- I named the source form and used it for the right job.
- I included one E1 with source credit and at least two E2 sentences.
- I explained how the contribution strengthens or preserves a community.

Pause Points

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

|| Pause Point — Before Choosing a Contribution

Stop and think: What is the R I must prove? Say it in your own words before you choose any evidence. Remember that people strengthen communities in many ways — voice, service, art, stories, honesty, and inclusion.

|| Pause Point — Naming the Source Form

Stop and think: What kind of source is this — a poem, fiction, or nonfiction? A poem supports theme and significance; fiction illustrates an example; nonfiction supports a factual claim. Do not treat a poem or a story as a complete historical record.

|| Pause Point — After Evidence

Stop and think: Evidence cannot explain itself. After each E1, write E2 that explains meaning, significance, and how the contribution strengthens or preserves a community. Remember that a strong community needs many different talents.

Whole-Class Pause (Day 1)

Do not move on until students can state the R, identify a useful source, and explain why E2 must follow E1. Reteach with one short source excerpt if students are still naming facts without paper jobs.

Module 3 — My Research Progress Tracker

Teacher Script

"This is your very own research progress tracker. As we work this week, you get to color in how you feel about each research skill by yourself. Be honest with yourself, because this shows you how much you are growing as a researcher. 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 research people's contributions using the poems, Passage 16, and earlier 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
Name the source form (poem, fiction, biography/nonfiction).			
Use a poem for theme or significance, not as a historical fact.			
Use nonfiction for a factual statement and label fiction as an example.			
Give source credit for each quotation and paraphrase.			
Write E2 that explains how a contribution strengthens or preserves a community.			
Synthesize more than one kind of contribution under one reason.			

One thing I am proud of as a researcher:

One thing I want to get better at:

Module 3 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"This week we answered: How do people use choices, voices, talents, stories, and service to strengthen a community? You proved that people strengthen communities when they act with honesty and responsibility, serve needs they notice, use their voices for fairness and hope, and preserve important stories and traditions. Place this weekly product in your research portfolio because the final module will bring the whole paper together. Research is an infinity cycle; explaining what we know has already created the next question."

A Little Inspiration Goes a Long Way!

Teacher Script

"A strong community needs many different talents, not one kind of hero."

Teacher Reflection

Which misconception was most common?

Which students still treat a poem or fiction as historical proof?

Which students named source forms accurately and used each for the right job?

Which earlier passage produced the strongest synthesis?

What evidence shows students are ready for the final transfer module?

Looking Ahead

Module 4 (TRANSFER: One Paper, One Proof, One Community) brings PLACE, PROBLEM, and PEOPLE together into a published five-paragraph research paper, a source list, a multimodal exhibit, an oral presentation, and a final reflection.

MODULE

4

TRANSFER — One Paper, One Proof, One Community

Week 4 • 5 Days • Approximately 20 Minutes Per Day

Module 4: TRANSFER — One Paper, One Proof, One Community

Week 4 - 5 Days - Approximately 20 Minutes Per Day

Why This Module Matters

Week 4 is the convergence point. Students do not begin a new topic; they assemble, revise, and publish the thinking built during the first three weeks and across the entire Grade 3 passage sequence. The research paper shows that narrative, informational, opinion/argumentative, compare-contrast, cause-effect, problem-solution, procedural, poetic, descriptive, and reflective thinking can work together inside one sustained product.

Our Overarching Question

How can a researcher combine a year of reading and writing into one clear, organized proof?

Answer by the End

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

Weekly Writing Product

Independent U Product: A published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection.

Source Focus: All Cluster 8 sources, at least three earlier Grade 3 passages, and student notes and source logs.

Family Letter

Families are partners in this work. The letter below provides a clear picture of the weekly question, research skill, and home conversation. It is an invitation to talk rather than an additional family assignment.

Dear Families,

This week your child is beginning Module 4 of Cluster 8, TRANSFER: One Paper, One Proof, One Community. The class will investigate this question: How can a researcher combine a year of reading and writing into one clear, organized proof? Students are building one part of a monthlong research paper that answers, What helps a community grow strong?

The independent writing product for this week is: A published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection. Students will use direct quotations and paraphrases as evidence, give source credit, and explain how the evidence proves one reason in the final thesis (central idea). The research project is also a celebration of the entire Grade 3 year. Familiar passages will return as evidence, so your child may remember reading about the Nile, Plymouth, the traveling shell, Laura Ingalls Wilder, Carmen Lomas Garza, laws, scientific discoveries, inventors, businesses, honesty, service, Dr. Martin Luther King Jr., and President John F. Kennedy.

Ask your child to teach you the week's question and show you one Q note, one P note, and one E2 explanation. Q means a direct quotation, P means a paraphrase, and E2 is the student's own reasoning.

Sincerely, The Writing Academy®, LLC and your child's teacher.

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza el Módulo 4 del Grupo 8, TRANSFER: One Paper, One Proof, One Community. La clase investigará esta pregunta: How can a researcher combine a year of reading and writing into one clear, organized proof? El alumnado está construyendo una parte de un trabajo de investigación de un mes que responde: What helps a community grow strong?

El producto de escritura independiente de esta semana es: A published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection. Los estudiantes usarán citas directas y paráfrasis como evidencia, darán crédito a las fuentes y explicarán cómo la evidencia comprueba una razón de la tesis (idea central). Este proyecto también celebra todo el año de tercer grado. Los textos conocidos regresarán como evidencia para que los estudiantes conecten lo aprendido durante el año.

Pídale a su hijo o hija que le enseñe la pregunta de la semana y que le muestre una nota Q, una nota P y una explicación E2. Q significa una cita directa, P significa una paráfrasis y E2 es el razonamiento propio del estudiante.

Atentamente, The Writing Academy®, LLC y el maestro o la maestra de su hijo o hija.

Module 4 — Family Conversation Starters

Use these at dinner, in the car, or at bedtime. They keep the research visible without turning home into a second classroom.

- Teach me your module question: How can a researcher combine a year of reading and writing into one clear, organized proof?
- Show me one piece of evidence and explain why it has a job in your paper.
- What is the difference between a direct quotation, a paraphrase, and E2?
- Which earlier passage returned this week, and what new job did it perform?
- What did you award yourself for, and what target did you set?
- What new curiosity did your research create?

Simple Family Activity

Three-Minute Turn and Teach: The student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves. The family member asks one follow-up question beginning with why or how.

Module 4 — Lesson Overview and Standards

Lesson Overview

Week 4 is the convergence point. Students do not begin a new topic; they assemble, revise, and publish the thinking built during the first three weeks and across the entire Grade 3 passage sequence. The research paper shows that narrative, informational, opinion/argumentative, compare-contrast, cause-effect, problem-solution, procedural, poetic, descriptive, and reflective thinking can work together inside one sustained product.

BIG Goal: Students will combine a year of reading and writing into one published five-paragraph research paper — a SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion — with a source list, a multimodal exhibit, an oral presentation, and a final reflection.

The full research paper is built across the cluster: a SET introduction previews PLACE, PROBLEM, and PEOPLE; three body paragraphs each begin with one clear R (reason) and repeat E1 (evidence) and E2 (the researcher's own explanation) until the reason is proven; and an R1-R2-R3 conclusion closes the paper. The final paper is argumentative in its thinking even though it uses informational research and several other writing structures.

Writing TEKS for This Module

TEKS	Where It Is Applied in This Module
11B(i)	SET introduction and purposeful organization
11B(ii)	R1-R2-R3 conclusion and whole-paper closure
11B(iii)	Relevant evidence, sustained E2, and engaging connections
13A-H	Research planning, source use, evidence collection, synthesis, citation, and presentation
11C(i-x)	Revision for sentence structure, word choice, coherence, and clarity
11D(i-xxxii)	Cumulative editing of the weekly writing and final publication

Writing ELPS Breakouts

ELPS	Student Expectation (verbatim ELPS breakout)
2(E)	use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions
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

Module 4 — Learning Destination

I Can Statement

I can answer the module question, use evidence from more than one source, and complete a published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection.

I Will Statement

I will distinguish direct quotations from paraphrases, credit borrowed information, and write E2 explanations that show what my evidence proves.

Language Domains

This module builds all four language domains as students assemble, revise, and publish one cohesive research paper. 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 model sentences read aloud and decide Q, P, or E2, and listen for source credit and paper jobs.
Speaking	Students defend every card placement in the assembly race with a "because" statement and teach their finished paper aloud at the Community Builders Expo.
Reading	Students reread poems, fiction, and nonfiction sources to select the smallest set of strongest evidence for each reason.
Writing	Students write or revise the SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion, then edit the whole publication.

Module 4 — Rigor and Misconceptions

Rigor Safeguard

You may reread a source aloud, provide selected excerpts, and let students use the anchor charts, organizers, and sentence frames. You may provide access through partner reading or audio. You may not choose a student's evidence, decide whether a detail is relevant, write an E2 sentence, or supply the proof. The student must still assemble the paragraphs into one paper, select evidence that matches each R, decide Q or P, give source credit, revise for cohesion, and edit the publication.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the five paragraphs and identify S, E, T, R, E1, E2, R1, R2, R3.	Supported. The teacher may reread an anchor chart.	The student labels each paper part and its job.
Inferential	Decide which evidence belongs, choose Q or P, and place transitions where cohesion improves.	Guided on Days 1 and 2, independent by Day 3.	The student assembles paragraphs under one thesis (central idea) and removes irrelevant facts.
Evaluative	Revise across paragraph boundaries, edit conventions, and reflect on a global lesson.	Partner discussion on Day 3, independent on Days 4 and 5.	The student revises for cohesion, edits carefully, and writes a reflective R3.

Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The introduction is a place to place all the best evidence.	The student crowds detailed proof into the SET introduction.	Remind the student that S, E, and T promise the answer; detailed proof belongs in the body.
The body paragraphs may remain three separate weekly assignments without transitions or a shared thesis (central idea).	The paragraphs have no transitions or shared thesis (central idea).	Have the student align every R beneath one thesis (central idea) and add transitions.
R1 copies the thesis (central idea) word for word, R2 lists every fact again, and R3 introduces new evidence.	The conclusion repeats or adds facts.	Teach R1 restate in new words, R2 reference evidence collectively, R3 reflect with no new fact.
Editing and revising are the same process.	The student fixes only spelling and calls the paper revised.	Separate the two: revise ideas, order, and cohesion first; edit conventions last.
A decorative exhibit can replace the research paper or evidence explanation.	The student displays art instead of proof.	Require the paper, source list, and E2 explanation as the core of the exhibit.

Teacher Script

"Misconceptions are not signs that a student cannot research. They are clues showing which part of the research process needs to become visible. Name the exact confusion, model one decision, and return the student to the source and the paper job."

Module 4 — Thinking Levels

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

The Five Thinking Levels

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

Module 4: TRANSFER — One Paper, One Proof, One Community

Focus: assembling, revising, editing, and publishing one cohesive research paper.

Level	Student Thinking	HABIT / Task
Recall	Name the five paragraphs and the job of S, E, T, R, E1, E2, R1, R2, and R3.	Identify: Label each paper part and its purpose.
Skill	Assemble the model sentence cards into the correct paragraph order and remove distractors.	Categorize: Sort each card by its paper job and place it correctly.
Strategic	Assemble the full paper under one thesis (central idea), add source credit, and revise for cohesion.	Connect: Align every R beneath one thesis (central idea) and connect evidence with transitions and E2.
Extended	Revise across paragraph boundaries, edit conventions, and reflect on a global lesson.	Analyze & Revise: Publish a cohesive, edited paper and write a reflective R1-R2-R3 conclusion.

Teacher Script

"Class, this week we start at Recall, naming each paper part and its job. Then Skill, assembling the cards in the right order. At the Strategic level, we assemble the whole paper under one thesis (central idea) and add source credit. Finally, at the Extended level, you revise across paragraphs, edit carefully, and reflect on a larger lesson. This is how we build our research stamina!"

Oral-Rehearsal Frame: One Paper, One Proof

Teacher Script

"Let's rehearse out loud. My thesis (central idea) is _____. My PLACE reason is _____, my PROBLEM reason is _____, and my PEOPLE reason is _____. One strong piece of evidence is _____ (Q or P from _____). This proves my reason because _____. My conclusion restates, references, and reflects. On the state writing assessment, you will organize evidence and explain your thinking, so learning to assemble one cohesive proof will help you all year."

Module 4 — Vocabulary

Tier 1 Vocabulary

Everyday words needed to talk, read, write, and participate in this module.

Teacher Script

“These are everyday words you may already know, but we will make them precise enough for research. Say each word, explain it in simple language, and use the oral frame.”

Word	Student-Friendly Meaning	Oral Rehearsal Frame
begin	to start	My introduction begins with ____.
middle	the central part	The middle proves ____.
end	the final part	My conclusion ends with ____.
order	the arrangement of parts	The best order is ____.
read	to understand written words	I read my draft to check ____.
write	to communicate with written language	I write to prove ____.
check	to examine for accuracy	I check my source credit for ____.
fix	to correct or improve	I fixed the sentence by ____.
share	to communicate with others	I will share my research by ____.
explain	to make meaning clear	My explanation shows ____.

Tier 2 Vocabulary

Academic research and writing words needed to complete the module successfully.

Teacher Script

“These are academic thinking words. They help us make research decisions, explain evidence, and talk about the structure of our writing. Say each word and use it in a sentence about this module.”

Word	Student-Friendly Meaning	Oral Rehearsal Frame
thesis (central idea)	the simple answer the entire paper will prove	My thesis (central idea) states ____.
cohesion	the quality of ideas fitting and flowing together	I improved cohesion by ____.
transition	a word or phrase that connects ideas	The transition connects ____.
revise	to improve ideas, organization, sentences, or word choice	I revised ____.
edit	to correct conventions such as grammar, punctuation, capitalization, and spelling	I edited ____.
conventions	the agreed rules of written language	I checked the conventions in ____.
citation	information that gives credit to a source	My citation identifies ____.
source list	an organized record of sources used	My source list includes ____.
publish	to prepare and share final work with an audience	I will publish by ____.
presentation	an organized explanation shared with an audience	My presentation teaches ____.

Tier 3 Vocabulary

Passage-specific and concept-specific words drawn from the supplied sources.

Teacher Script

“These words belong especially to the passages and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use.”

Word	Student-Friendly Meaning	Say It This Way
SET	Statement of Purpose, Evidence-Reference Transition, and Thesis (Central Idea)	S-E-T
evidence-reference transition	the E sentence naming the broad evidence areas used in the paper	EV-uh-dens REF-er-ens tran-ZISH-un
R-E1-E2	Reason or Way, Evidence, and Explanation	R - E one - E two
R1-R2-R3	Restate, Reference evidence collectively, and Reflect	R one - R two - R three
direct quotation	a source's exact words inside quotation marks	dy-REKT kwoh-TAY-shun
paraphrase	a source idea expressed with new words and sentence structure	PAIR-uh-frayz
source credit	language naming where borrowed information came from	sors KRED-it
synthesis	a new understanding created by combining evidence and thinking	SIN-thuh-sis
multimodal	communicating through more than one form, such as writing, speaking, maps, images, or models	mul-tee-MOH-dul
exhibition	a public display of completed work	ek-suh-BISH-un
bibliography	a list of sources used in research	bib-lee-OG-ruh-fee
publication	the final prepared version shared with readers	pub-lih-KAY-shun

Module 4 — Background Knowledge and Teacher Context

Student Background Knowledge Needed Before Instruction

- Students have practiced several writing modes during the year.
- Students know that a thesis (central idea) answers a prompt.
- Students know that evidence comes from a source and explanation comes from the writer.
- Students can locate details in numbered or titled passage sections.
- Students have encountered the earlier passages listed in the yearlong connection map.

Teacher Context Knowledge

- The supplied Cluster 8 passages are evidence banks, not single-sitting read-aloud requirements. Use selected sections strategically and provide access through rereading, partner reading, audio, or excerpts as needed.
- The two simulated sources must remain labeled simulated. They are realistic practice forms, not real publications.
- Students should not be required to use every prior passage. Strong research selects the smallest set of strongest evidence.
- A direct quotation is not automatically better than a paraphrase. The writer chooses based on the job of the evidence.
- E2 should normally continue for multiple sentences until meaning, importance, and proof are clear.
- The final paper is argumentative in its thinking even though it uses informational research and several other writing structures.

Module 4 — Materials and Module at a Glance

Educator Preparation and Materials to Gather

- All student research notebooks, weekly body paragraphs, source records, and Q/P evidence cards
- Community Strength Research Paper Assembly Race cards, paragraph mats, labels, and distractors
- SET, R-E1-E2, and R1-R2-R3 planners
- 0-3 final rubric, revision stations, editing checklist, and source-list builder
- Expo materials, visitor passports, Community Builder Tokens, and Daily Deck - Module 4
- Student Interactive Research Notebook and the reproducibles in the resource section
- Colored pencils or highlighters for Q, P, E1, E2, source credit, and thesis (central idea) connections
- Timer, envelopes or Practice Pockets, scissors, and reusable game pieces
- Virtual copies of cards and organizers for remote or hybrid instruction

Timing and Transition Overview

Day	Stage	Stage Minutes	Opening/Closing	Focus
Day 1	G + R	3 + 12	5	Attention hook, background, model, and checks
Day 2	A	14	3 + 3	Community Strength Research Paper Assembly Race
Day 3	D + U	8 + 10	2	Discussion and independent writing
Day 4	A + T	9 + 8	3	Evidence-based award and precise target
Day 5	E	10	8 + 2	Strong Community Research Museum and Community Builders Expo and module check

Module 4 — Daily Deck Storyboard

The slide numbers restart at 1 in every module. Every item a teacher would otherwise write on the board appears in the Daily Deck. The complete PowerPoint is delivered separately; this storyboard lets the teacher preview the instructional sequence.

Slide	Title	Student-Facing Content or Visual
1	Module 4: TRANSFER: One Paper, One Proof, One Community	How can a researcher combine a year of reading and writing into one clear, organized proof?
2	Learning Destination	I can use research evidence to complete a published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection.
3	GATHER + REVEAL	Monday stages and purpose
4	One Strong Fact Is Not a Paper	Display one excellent quotation alone in the center of the board. Ask students whether it is already a research paper. Then reveal the full paper architecture around it.
5	First Prediction	What do you think before the background is revealed?
6	Final Cluster Prompt	Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.
7	Week Reason	The three completed body reasons are assembled under one thesis (central idea).
8	Anchor Chart	SET Introduction: S states the large purpose; E references the broad evidence areas; T gives a simple thesis (central idea) with a noun, verb, and clear answer.
9	Anchor Chart	Body Paragraphs: Each paragraph begins with one R and repeats E1-E2 until the reason is thoroughly proven and explained.

10	Teacher Model	Model the shared thesis (central idea) and align each weekly R beneath it. Place one Q, one P, and one E2 under each R. Then write a simple R1-R2-R3 conclusion that looks back, gathers, and reflects without introducing a new fact.
11	Check for Understanding 1	Which introduction sentence states the global purpose?
12	Check for Understanding 1 - Answer	S.
13	ATTEMPT	Community Strength Research Paper Assembly Race
14	Game Roles and Pieces	Structure Captain; Evidence Auditor; Cohesion Coach; Reader-Defender. Five paragraph mats: SET, PLACE, PROBLEM, PEOPLE, R1-R2-R3; Twenty-eight model sentence cards; Eight structure labels: S, E, T, R, E1, E2, R1, R2, R3
15	Game Directions 1-2	Spread the five paragraph mats in order. Shuffle the model sentence cards and distractors.
16	Game Directions 3-4	Build the SET introduction first, explaining the job of S, E, and T. Build each body paragraph with R, E1, E2, E1, E2, and a linking sentence.
17	Game Directions 5-7	Build R1-R2-R3 without copying the thesis (central idea) exactly or adding new evidence. Use Fact Filter tokens to remove facts that are irrelevant, repeated, or uncredited. Read the assembled paper aloud and place transition strips where cohesion improves. The Reader-Defender answers one challenge question before the team checks the answer key.
18	Game Round 1	Paragraph 1
19	Game Round 2	Paragraph 2
20	Game Round 3	Paragraph 3

21	Answer Key and Debrief	Paragraph 1: S -> E -> T. Paragraph 2: R-PLACE -> E1-PLACE-1 -> E2-PLACE-1 -> E1-PLACE-2 -> E2-PLACE-2 -> LINK-PLACE. Paragraph 3: R-PROBLEM -> E1-PROBLEM-1 -> E2-PROBLEM-1 -> E1-PROBLEM-2 -> E2-PROBLEM-2 -> LINK-PROBLEM.
22	DISCUSS + USE	How can I independently assemble, revise, and edit one cohesive paper from the work I created across three weeks?
23	Discussion Question 1	What makes the paper one proof instead of five separate pieces?
24	Discussion Question 2	Where should source credit appear?
25	Discussion Question 3	What does the researcher voice do?
26	Independent U Directions	Independently assemble and complete the full research paper. Write or revise the SET introduction, add the three revised body paragraphs, write the R1-R2-R3 conclusion, complete the source list, revise across paragraph boundaries for cohesion, and edit the entire publication.
27	Independent U Checklist	Five organized paragraphs; SET introduction with a student-friendly thesis (central idea); three R-E1-E2 body paragraphs with repeated E1-E2 sets; R1-R2-R3 conclusion; at least four approved sources, including at least two Cluster 8 research sources and two earlier passages; at least two direct quotations and at least four paraphrases; source credit every time words or ideas are borrowed; complete source list and final revision/editing pass
28	AWARD + TARGET	Award specific evidence of growth. Target one precise next move or curiosity.

29	EXPLAIN TO OTHERS	Strong Community Research Museum and Community Builders Expo. My research question was...; My thesis (central idea) was...; My PLACE reason was... and one strong piece of evidence was...; My PROBLEM reason was... and the impact I explained was...
30	Module Exit Ticket and Answer	A researcher combines the year by answering one prompt with a simple thesis (central idea), organizing three reasons, using direct quotations and paraphrases from varied sources, explaining every piece of evidence, revising for cohesion, editing carefully, and publishing the final proof for a real audience.

Module 4 — Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine — under one minute — used to move students between activities while reinforcing the research habit: research uses selected evidence, from the right source form, to prove an answer. Use one whenever the class changes activities, when energy dips, or right before a new research task.

This Module's Routine: "Paper Part Freeze"

Teacher Script

"Tiny Time! I will name a paper part. Freeze and show it — hands making a roof over your head for the SET introduction, arms building blocks in front of you for a BODY paragraph, and hands closing like a book for the R1-R2-R3 conclusion — then whisper the job that part performs."

How to run it:

- Signal the class and get all eyes on you.
- Name a paper part (for example, "R1-R2-R3 conclusion").
- Students freeze in the matching pose, then whisper the part's job.
- Call two or three parts in a row, then have students return quietly to their seats.

No materials are needed and every student can succeed. Vary the part each time so the Tiny Time stays fresh all week.

Module 4 — Mentor Moves: Assembling One Proof

Teacher Script

"Watch how I think like a researcher who assembles one paper from a year of reading and writing. My three weekly paragraphs are not three separate assignments. They are three reasons under one thesis (central idea), and my job is to make them work together as one proof."

The Research Move, One Step at a Time

Model the decision sequence: R -> source -> Q or P -> source credit -> E2.

Teacher Script

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

Move	What the Researcher Does	Example
S — Statement of Purpose	Open with the large, global idea, not "My paper is about."	Communities do not become strong by accident; they grow through the relationship between places, problems, and people.
E — Evidence-Reference Transition	Name the broad evidence areas without placing detailed proof in the introduction.	Research from geography, history, science, civic life, poetry, fiction, art, and biography helps reveal the repeated pattern.
T — Thesis (Central Idea)	State the simple answer with a noun, verb, and three clear reasons.	Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.
R -> E1 -> E2	Begin each body paragraph with one reason, then repeat E1-E2.	Place one Q, one P, and one E2 under each R until the reason is proven.
R1-R2-R3	Restate the thesis (central idea) in new words, reference the evidence collectively, reflect on the big lesson.	Do not copy the thesis (central idea) exactly or add a new fact.

Revising Is Not Editing

Revising improves ideas, order, cohesion, details, sentences, and word choice. Editing corrects conventions such as grammar, punctuation, capitalization, and spelling. Revise the ideas first; edit the conventions last.



Teacher Script

“Keep your researcher voice louder than the source voices. Assemble the year into one clear, organized proof, and remember that a strong community needs useful places, thoughtful solutions, and caring people.”

🕒 Day 1 - Gather and Reveal (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(B)(i)	SET introduction and purposeful organization
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Day 1 Purpose

G - Gather (3 min) and R - Reveal (12 min), closing 5 min.

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

G — Gather: One Strong Fact Is Not a Paper

Grouping: Whole group. 3 minutes. Materials: hook visual or objects, Daily Deck, student research notebooks.

Display one excellent quotation alone in the center of the board. Ask students whether it is already a research paper. Then reveal the full paper architecture around it.

🔊 Teacher Script

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

★ Daily Deck Slide (M4-05 - First Prediction)

Write on the board: Students commit to an initial idea before background information is revealed.

Check for Understanding — Ask: What makes an answer a prediction rather than a proven conclusion? Expected response: A prediction is an early idea. A proven conclusion requires evidence and explanation.

R — Reveal: Background, Instructions, and Modeling

Teacher Script

"Today we begin with this question: How do SET, repeated R-E1-E2, and R1-R2-R3 work together to make one research paper? I am going to reveal the research background in small pieces. Your job is not to copy every word. Listen for the decisions a researcher must make."

★ Daily Deck Slide (M4-06 - Final Cluster Prompt)

Write on the board: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

★ Daily Deck Slide (M4-07 - Week Reason)

Write on the board: The three completed body reasons are assembled under one thesis (central idea).

Reveal Point 1: SET Introduction

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

Teacher Script

"S states the large purpose; E references the broad evidence areas; T gives a simple thesis (central idea) with a noun, verb, and clear answer. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 2: Body Paragraphs

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

Teacher Script

"Each paragraph begins with one R and repeats E1-E2 until the reason is thoroughly proven and explained. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 3: R1-R2-R3 Conclusion

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

 Teacher Script

"R1 restates the thesis (central idea) in new words; R2 references the evidence collectively; R3 reflects on the global theme or big takeaway. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 4: Revising vs. Editing

Revising improves ideas, order, cohesion, details, sentences, and word choice. Editing corrects conventions.

 Teacher Script

"Revising improves ideas, order, cohesion, details, sentences, and word choice. Editing corrects conventions. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Reveal Point 5: Final Audience

Students will publish for the Strong Community Research Museum and Community Builders Expo.

 Teacher Script

"Students will publish for the Strong Community Research Museum and Community Builders Expo. Say the idea in your own words to a partner. Then ask yourself: What paper job will this information perform?"

Teacher Modeling — Think Aloud

Model the shared thesis (central idea) and align each weekly R beneath it. Place one Q, one P, and one E2 under each R. Then write a simple R1-R2-R3 conclusion that looks back, gathers, and reflects without introducing a new fact.

 Teacher Script

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

★ Daily Deck Slide (M4-10 - Teacher Model)

Write on the board: Teacher model shown one step at a time: R -> source -> Q or P
-> source credit -> E2.

Auditory Engagement — Listen, Decide, Retrieve

Listen to each statement without writing. When I pause, show Q with two fingers, P with one open palm, or E2 by pointing to your head. Then explain why.

Sentence	Answer
The source says, "A place gives people resources and challenges."	Q - exact source words
The simulated website explains that every location offers both useful resources and difficulties.	P - source idea in new words and structure
This matters because people must decide how to use the help and respond to the difficulty.	E2 - student reasoning

Checks for Understanding

- Ask: Which introduction sentence states the global purpose? Expected response: S.
- Ask: Which body part is borrowed knowledge? Expected response: E1.
- Ask: Which body part is the student's reasoning? Expected response: E2.
- Ask: Which conclusion part states the big takeaway? Expected response: R3.

II Pause Point

Do not move on until students can state the R, identify a useful source, and explain why E2 must follow E1. Reteach with one short source excerpt if students are still naming facts without paper jobs.

✓ The Answer to Our Overarching Question

Day 1 Answer: SET promises the answer, each R-E1-E2 body paragraph proves one part of that answer, and R1-R2-R3 gathers the proof and explains the larger lesson.

**Virtual Classroom Adjustment for This Day**

- Share the Daily Deck and use annotation tools to reveal the hook one object, card, or sentence at a time.
- Use an all-participant poll for the first prediction, then repeat the poll after the reveal so students can see how evidence changed thinking.
- Students type Q, P, or E2 in the chat at the same time for auditory engagement.
- Post the completed anchor chart and final prompt in the class stream after the lesson.
- Students submit one photograph or digital note containing the Week R and one source they expect to use.

🕒 Day 2 - Attempt (20 minutes)

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(B)(i)	SET introduction and purposeful organization
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

Day 2 Purpose

A - Attempt (14 min), opening 3 min, closing 3 min.

Our Overarching Question: How can the game Community Strength Research Paper Assembly Race help us practice the week's research decisions?

A — Attempt: InterActivity — Community Strength Research Paper Assembly Race

Grouping: Teams of four. 14 minutes.

🔊 Teacher Script

"Today you will attempt the new learning with other researchers. The goal is not to move the fastest. The goal is to make every decision visible and defend it with a because statement."

Roles

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

Game Pieces

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

- Transition strips and Fact Filter tokens
- Answer key and challenge-question cards

Student Directions — Read These Exactly

Teacher Script

"Listen to every direction before touching a game piece. After the directions, your team will repeat the first three steps back to me. During the game, no card earns a point until someone explains why it belongs."

1. Spread the five paragraph mats in order.
2. Shuffle the model sentence cards and distractors.
3. Build the SET introduction first, explaining the job of S, E, and T.
4. Build each body paragraph with R, E1, E2, E1, E2, and a linking sentence.
5. Build R1-R2-R3 without copying the thesis (central idea) exactly or adding new evidence.
6. Use Fact Filter tokens to remove facts that are irrelevant, repeated, or uncredited.
7. Read the assembled paper aloud and place transition strips where cohesion improves.
8. The Reader-Defender answers one challenge question before the team checks the answer key.

Teacher Demonstration Round

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

Teacher Script

"I will read the entire card. I will not place it because one word seems familiar. I will name the case, the card's job, the source connection, and the proof sentence. Watch how I disagree with myself before I decide."

Check for Understanding — Ask: What must happen before a card earns a point? Expected response: A student must explain why it belongs and how it helps prove the weekly R.

Cut-Apart Game Cards — Print One Set Per Team

Task Card #1: SET Introduction Cards

- S: Communities do not become strong by accident; they grow through the relationship between places, problems, and people.
- E: Research from geography, history, science, civic life, poetry, fiction, art, and biography helps reveal the repeated pattern.
- T: Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.

**Task Card #2: PLACE Paragraph Cards**

- R-PLACE: One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.
- E1-PLACE-1: Passage 15 explains that the Nile provided water, fertile soil, fish, and transportation.
- E2-PLACE-1: These resources supported several needs, but people still had to farm, travel, build, and organize their lives around the river.
- E1-PLACE-2: Community Quest Kids states, "A place gives people resources and challenges."
- E2-PLACE-2: The exact words matter because they show that geography provides help and difficulty at the same time, so human choices determine how the community responds.
- LINK-PLACE: Therefore, a useful location becomes community strength when people understand and use it thoughtfully.

**Task Card #3: PROBLEM Paragraph Cards**

- R-PROBLEM: Another way communities grow strong is when people notice problems, ask questions, and create solutions together.
- E1-PROBLEM-1: Passage 16 states, "Notice a problem. Study it. Develop a possible solution."
- E2-PROBLEM-1: This pattern shows that an invention begins with investigation rather than a lucky guess.
- E1-PROBLEM-2: Passage 9 explains that Ford used moving assembly-line production to make automobiles more affordable.
- E2-PROBLEM-2: The choice affected travel, roads, jobs, and businesses, showing that one solution can create several community effects.
- LINK-PROBLEM: Strong communities study both the solution and the changes that follow it.



Task Card #1: PEOPLE Paragraph Cards

- R-PEOPLE: A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.
- E1-PEOPLE-1: The poem What Will You Give? asks, "What will I give?"
- E2-PEOPLE-1: As a poetic theme, the question turns citizenship into a personal choice and reminds children that service can begin nearby.
- E1-PEOPLE-2: Passage 16 explains that Carmen Lomas Garza's paintings preserve Mexican-American family and community life.
- E2-PEOPLE-2: Her art becomes community memory because later viewers can study traditions and ordinary moments that might otherwise be lost.
- LINK-PEOPLE: Communities need many kinds of contributors, including people who create, remember, speak, listen, and help.

**Task Card #2: R1-R2-R3 Conclusion Cards**

- R1: Strong communities depend on useful places, thoughtful solutions, and caring people.
- R2: Evidence from rivers, settlements, artifacts, inventors, artists, leaders, citizens, poems, and stories shows that resources and choices work together.
- R3: The largest lesson is that every person, including a child, can strengthen a community by noticing a need and choosing to act responsibly.

**Task Card #3: Transition Strips**

- For example,
- A second source confirms this pattern.
- In a different way,
- Together, the evidence shows...

**Distractor Cards (Remove These)**

- The word community has nine letters.
- Some roads are made of concrete.
- A painting can use many colors.
- I like longer recess because it is fun.
- This is my paper about communities.
- In conclusion, that is all I know.

Case or Exhibit	Correct Assembly and Source Connection
Paragraph 1	S -> E -> T.
Paragraph 2	R-PLACE -> E1-PLACE-1 -> E2-PLACE-1 -> E1-PLACE-2 -> E2-PLACE-2 -> LINK-PLACE.
Paragraph 3	R-PROBLEM -> E1-PROBLEM-1 -> E2-PROBLEM-1 -> E1-PROBLEM-2 -> E2-PROBLEM-2 -> LINK-PROBLEM.
Paragraph 4	R-PEOPLE -> E1-PEOPLE-1 -> E2-PEOPLE-1 -> E1-PEOPLE-2 -> E2-PEOPLE-2 -> LINK-PEOPLE.
Paragraph 5	R1 -> R2 -> R3.
Distractors	All six distractors are removed because they are irrelevant, opinion-only, weak announcement language, or empty conclusion language.

Answer Key

Use the key after the team defends its thinking. A student who changes a placement because the evidence no longer fits is demonstrating research growth, not failure.

Embedded Checks for Understanding

Look For	Teacher Response
Can the student name the card or token job?	Prompt with: Is this source, evidence, explanation, choice, impact, theme, or structure?
Can the student cite the source form accurately?	Ask: What kind of source is this, and what can it safely prove?
Can the student connect the card to the R?	Require the oral frame: This helps prove the R because...
Can the student reject a distractor?	Ask the student to name why the fact is interesting but irrelevant to the current reason.

The Answer to Our Overarching Question

Day 2 Answer: Community Strength Research Paper Assembly Race helps us practice because the pieces force us to sort, source, compare, and explain evidence before it can enter the paper.

**Virtual Classroom Adjustment for This Day**

- Create one shared slide per team with movable card images and locked case mats.
- Use breakout rooms with the same roles; the teacher rotates and listens for because statements.
- Students place a digital Q, P, source-form, or structure token beside each card.
- Post the answer key only after breakout rooms close and teams submit a screenshot of their assembly.
- Use a final poll asking which distractor was hardest to reject and why.

🕒 Day 3 - Discuss and Use (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(B)(iii)	Relevant evidence, sustained E2, and engaging connections
TEKS 11(C)(i-x)	Revision for sentence structure, word choice, coherence, and clarity
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Day 3 Purpose

D - Discuss (8 min) and U - Use Again (10 min), closing 2 min.

Our Overarching Question: How can I independently assemble, revise, and edit one cohesive paper from the work I created across three weeks?

D — Discuss: Make Yesterday's Thinking Visible

Grouping: Whole group. 8 minutes.

🔊 Teacher Script

"Yesterday the cards made our decisions visible. Today we will discuss why those decisions worked. I want to hear your reasoning, not only the answer. Use the source, the R, and the paper job in your response."

Teacher Question	Possible Student Response	Teacher Response
What makes the paper one proof instead of five separate pieces?	One prompt, one thesis (central idea), aligned R sentences, transitions, repeated concepts, and a conclusion that gathers the whole argument.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
Where should source credit appear?	Whenever exact words or borrowed ideas are used.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
What does the researcher voice do?	It explains meaning, importance, relationships, limitations, and significance.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
What is the difference between revising and editing?	Revising improves ideas and flow; editing corrects written-language conventions.	Affirm the reasoning, then press for the source, paper job, or connection to the R.
What makes R3 strong?	It moves beyond one assignment to a larger lesson without adding new evidence.	Affirm the reasoning, then press for the source, paper job, or connection to the R.

Misconception Response — If Students List Instead of Prove

Teacher Script

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

U — Use Again: Independent Writing Assignment

Grouping: Independent. 10 minutes in the core lesson, with additional writing time during the regular writing block as needed.

Teacher Script

“This is the U stage, so your work must now be your own. You may use your sources, notes, and organizer, but another student may not choose your evidence, write your sentence, or explain your thinking. Independence does not mean no support; it means the decisions on the paper belong to you.”

Independent Assignment

Independently assemble and complete the full research paper. Write or revise the SET introduction, add the three revised body paragraphs, write the R1-R2-R3 conclusion, complete the source list, revise across paragraph boundaries for cohesion, and edit the entire publication.

Student Checklist

- Five organized paragraphs
- SET introduction with a student-friendly thesis (central idea)
- Three R-E1-E2 body paragraphs with repeated E1-E2 sets
- R1-R2-R3 conclusion
- At least four approved sources, including at least two Cluster 8 research sources and two earlier passages
- At least two direct quotations and at least four paraphrases
- Source credit every time words or ideas are borrowed
- Complete source list and final revision/editing pass

Independent Writing Planner

Part	Student Planning Space or Reminder
R - My reason or way	Write the aligned thesis (central idea) and paragraph plan.
E1-A - Evidence	Q or P? Source credit? Exact note:
E2-A - Meaning	This means...
E2-A - Importance	This matters because...
E2-A - Proof	This helps prove my R because...
E1-B - Evidence	Q or P? Source credit? Exact note:
E2-B - Meaning, Importance, Proof	Continue until the evidence is thoroughly explained.
Linking Sentence	Connect this reason to the thesis (central idea) or next section.

Teacher Conferencing Script

Teacher Script

"Tell me the R without reading it. Point to one E1. Is it Q or P, and where is the source credit? Now show me the first E2 sentence that explains meaning. Which later sentence connects the evidence back to the R? I will not give you the sentence, but I will help you find the missing job."

The Answer to Our Overarching Question

Day 3 Answer: A student assembles one cohesive paper by aligning every paragraph to the same thesis (central idea), adding transitions and source credit, revising for flow and clarity, and editing conventions only after the ideas are complete.

**Virtual Classroom Adjustment for This Day**

- Post one discussion question per slide and use a round-robin so every student speaks or contributes in chat.
- Place students in breakout rooms of three for two minutes, then return for whole-group synthesis.
- Provide a fillable organizer, but lock the model and answer key so students complete their own writing.
- Students submit the independent draft before collaborative feedback begins.
- Use private comments to ask job-based questions rather than rewriting sentences for the student.

🕒 Day 4 - Award and Target (20 minutes)



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(C)(i-x)	Revision for sentence structure, word choice, coherence, and clarity
TEKS 11(D)(i-xxxii)	Cumulative editing of the weekly writing and final publication
ELPS 4(C)(ii)	write using content-area vocabulary

Day 4 Purpose

A - Award (9 min) and T - Target (8 min), closing 3 min.

Our Overarching Question: What is the strongest evidence of growth in my paper, and which single revision will improve it most?

A — Award: Award the Best Evidence of Growth

🔊 Teacher Script

"An award is not vague praise. Today you will point to evidence on your own paper and name the research behavior it proves. Your award sentence must include what you did and where I can see it."

- Area 1: I answered the prompt and completed the required research parts.
- Area 2: I organized the paper so ideas flow and connect.
- Area 3: I revised, edited, spelled, and selected vocabulary carefully.
- I used direct quotations and paraphrases ethically.
- My E2 voice explains more than the sources say alone.
- My conclusion reflects on a larger lesson.

Award Sentence Frame

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

Teacher Recognition Examples

- You selected a shorter quotation and then used three E2 sentences. That allowed your researcher voice to remain stronger than the source voice.
- You rejected an interesting fact because it did not match the R. That is evidence of purposeful research.
- You named the source form and used it for an appropriate job. That protects the accuracy of your paper.
- You revised the link between two pieces of evidence. That improved cohesion rather than merely adding more information.

T — Target: Select One Exact Next Move

Teacher Script

“A target is not My paper is bad. A target names the next action. Choose the one change that will improve your proof most, and write exactly where you will make it.”

- Prompt/completion target: strengthen the thesis (central idea), missing evidence, or assignment requirement.
- Organization/cohesion target: reorder, combine, transition, or connect ideas.
- Editing/revising target: improve sentences, word choice, grammar, punctuation, spelling, or vocabulary.
- Citation target: repair quotation marks, attribution, paraphrasing, or source list information.
- Curiosity target: identify a new community question to carry into fourth grade.

Target Sentence Frame

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

Curiosity Sentence Frame

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

Peer Support Without Peer Writing

Teacher Script

“Partners may point to the checklist, ask a question, or identify a missing job. Partners may not supply the evidence, rewrite the sentence, or decide the target. The writer remains the decision maker.”

 The Answer to Our Overarching Question

Day 4 Answer: I can identify a specific research strength by pointing to evidence on my paper, and I can set a useful target by naming the exact next action or curiosity.

 Virtual Classroom Adjustment for This Day

- Students highlight one award example on a shared copy and type the award frame in a private response.
- Use a choice board with target categories; students select one and write the exact location of the change.
- Partners use breakout rooms only for questions and checklist feedback, not sentence rewriting.
- Students submit before-and-after screenshots of the targeted revision.
- Save curiosity questions in a shared digital Wonder Wall for the final expo.

🕒 Day 5 - Explain to Others (20 minutes)

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 11(B)(ii)	R1-R2-R3 conclusion and whole-paper closure
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

Day 5 Purpose

E - Explain to Others (10 min), assessment 8 min, closing 2 min.

Our Overarching Question: How can I educate a real audience about what makes a community strong and how my research proves it?

E — Explain to Others: Strong Community Research Museum and Community Builders Expo

Grouping: Partners, rotating small groups, or invited audience. 10 minutes.

🔊 Teacher Script

"Today you will teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves. Use the oral frames, but speak naturally and point to your work."

Student Oral Frames

- My research question was...
- My thesis (central idea) was...
- My PLACE reason was... and one strong piece of evidence was...
- My PROBLEM reason was... and the impact I explained was...
- My PEOPLE reason was... and the source form I used was...
- My strongest direct quotation was... because...
- My strongest paraphrase was...
- My largest takeaway is...

- One action children can take is...

Listener Responsibilities

- Listen for a clear R or thesis (central idea).
- Identify whether the evidence is Q or P.
- Listen for source credit.
- Ask one why or how follow-up question.
- Name one specific strength in the E2 explanation.

Teacher Listening Focus

Listen For: The student should use because, this means, this matters, or this proves language. A student who repeats a fact but cannot connect it to the R needs one more conference with the E2 ladder.

Module Exit Ticket

- Submit the published research paper and source list.
- Complete one full oral presentation using the frames.
- Teach one visitor how Q, P, and E2 are different.
- Collect evidence-based visitor feedback.
- Complete the final research reflection and answer the cluster question.

Exit Ticket Answer Key

- Paper and source list are complete enough to score on the 0-3 rubric.
- Presentation includes question, thesis (central idea), three reasons, evidence, explanation, and takeaway.
- Q = exact words with quotation marks and source credit; P = source idea in new words/structure with credit; E2 = student's explanation.
- Feedback names a specific observed strength or question rather than popularity or decoration.
- Final answer should explain that place, problem solving, and people's responsible choices work together to build, strengthen, and remember communities.

The Answer to Our Overarching Question

Module Answer: A researcher combines the year by answering one prompt with a simple thesis (central idea), organizing three reasons, using direct quotations and paraphrases from varied sources, explaining every piece of evidence, revising for cohesion, editing carefully, and publishing the final proof for a real audience.

**Virtual Classroom Adjustment for This Day**

- Use breakout rooms of two and post the oral frames inside every room.
- Students screen-share the paragraph, source note, or exhibit while teaching.
- Listeners submit one evidence-based compliment and one why/how question in a form.
- Record one volunteer explanation, with permission, and replay it to identify R, E1, E2, and source credit.
- Use the exit ticket as a short form that sorts responses by question.

Module 4 — Low, Medium, and High Exemplars

Use exemplars after students complete the independent draft. The purpose is to make growth visible, not to give students a paragraph to copy before the U stage.

Low Exemplar

Student Response: Communities are strong. They have rivers and roads. Franklin made a lightning rod. People should help. The end.

What Is Working and What Comes Next: The response touches all three ideas, but it does not answer the prompt with a clear thesis (central idea), lacks the SET/R-E1-E2/R1-R2-R3 structure, gives no source credit, and does not explain evidence.

Medium Exemplar

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

What Is Working and What Comes Next: The response answers the prompt and includes the three reasons in a logical order. It needs a complete SET introduction, separate body paragraphs, accurate source credit, direct quotation punctuation, repeated E1-E2 explanation, and a reflective R3.

High Exemplar

Student Response: The high exemplar is the complete annotated model paper included in the resource section. It contains a SET introduction; three aligned R-E1-E2 body paragraphs using direct quotations, paraphrases, and source credit; and an R1-R2-R3 conclusion. Its strongest feature is synthesis: the writer connects rivers, settlements, artifacts, inventions, service, art, stories, and children's choices to one thesis (central idea).

What Is Working: The model answers the prompt fully, is cohesive, uses sources ethically, explains evidence deeply, and reflects on a global lesson appropriate for third grade.

Module 4 — Assessment Opportunities and Embedded Checks

Day	Evidence of Learning
Day 1	Prediction, source/job identification, Q-P-E2 auditory responses, reveal CFUs
Day 2	Game placements, oral because statements, source-form accuracy, distractor rejection
Day 3	Discussion reasoning, independent U writing, source credit, E2 completeness
Day 4	Evidence-based award, precise target, before-and-after revision
Day 5	Oral teaching, listener feedback, exit ticket, module question answer

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 name each paper part and its job.
- Visual/Physical — Attempt — Paper Part Freeze: As you name paper parts aloud, students show SET, BODY, or CONCLUSION with the class pose and whisper the job that part performs.
- Written — Discuss/Use — One-Sentence Synthesis: Students write one sentence that explains how their three body paragraphs work together as one proof under one thesis (central idea).

Assessment Option

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

- Listen — assess through student discussion and "because" statements.
- Look — observe a card placement, transition strip, or revision mark.
- Collect — have students produce a Q/P note, a body paragraph, or a full assembled draft you can examine.

Intervention — Module 4

- Reduce the source set to two carefully chosen excerpts without removing the requirement to distinguish quotation, paraphrase, and explanation.
- Color-code R, E1, E2, and source credit. Keep the same colors across organizer, draft, and Daily Deck.
- Use oral rehearsal before writing: say the R, say the evidence, then answer So what? twice.
- Provide a preselected evidence pair and ask the student to choose Q or P and write E2 independently.
- Use sentence frames temporarily, then remove one frame at a time as independence grows.

Enrichment — Module 4

- Require a third source or a counterexample and ask the student to explain how it changes or qualifies the claim.
- Compare the usefulness and limits of a poem, fiction passage, simulated source, and long nonfiction source.
- Ask the student to investigate a new community example and add it only if it strengthens the existing R.
- Invite the student to vary sentence structure, integrate a quotation smoothly, and create a more sophisticated transition.
- Have the student design and defend an additional exhibit element for the final expo.

Module 4 — Additional Writing Opportunity

Transfer Prompt

Write a brief response answering: How can a researcher combine a year of reading and writing into one clear, organized proof? Use one new source or earlier passage not used in the independent U assignment. Include one E1 and at least two E2 sentences.

Module 4 — Auditory Engagement (Active Participation)

Approach: Listen, Decide, Retrieve.

Teacher Script

"Listen to each statement without writing. When I pause, show Q with two fingers, P with one open palm, or E2 by pointing to your head. Then explain why."

Sentence	Answer
The source says, "A place gives people resources and challenges."	Q - exact source words
The simulated website explains that every location offers both useful resources and difficulties.	P - source idea in new words and structure
This matters because people must decide how to use the help and respond to the difficulty.	E2 - student reasoning

Use the same routine with model sentences from the assembly race: read a sentence, have students signal Q, P, or E2, and require a one-sentence reason that also names the paper job the sentence performs.

Pause Points

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

|| Pause Point — Before Assembling

Stop and think: What is the thesis (central idea) my whole paper will prove? Say it in your own words before you place any paragraph. Every R must line up beneath that one answer.

|| Pause Point — Placing Evidence

Stop and think: Does this sentence do a paper job — S, E, T, R, E1, E2, or a link? A fact with no job is a distractor, even when it is true. Remove what does not prove the reason.

|| Pause Point — After Evidence

Stop and think: Evidence cannot explain itself. After each E1, write E2 that explains meaning, importance, and how the evidence proves the R. Keep your researcher voice louder than the source voice.

|| Pause Point — Revise Before You Edit

Stop and think: Revising improves ideas, order, and cohesion; editing corrects conventions. Fix the thinking and the flow first, then fix grammar, punctuation, capitalization, and spelling.

Whole-Class Pause (Day 1)

Do not move on until students can state the R, identify a useful source, and explain why E2 must follow E1. Reteach with one short source excerpt if students are still naming facts without paper jobs.

Module 4 — My Research Progress Tracker

Teacher Script

"This is your very own research progress tracker. As we work this week, you get to color in how you feel about each research skill by yourself. Be honest with yourself, because this shows you how much you are growing as a researcher. 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 assemble, revise, and publish your research paper, 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
Write a SET introduction with S, E, and a simple thesis (central idea).			
Begin each body paragraph with one clear R and repeat E1-E2.			
Give source credit for each quotation and paraphrase.			
Write an R1-R2-R3 conclusion that adds no new evidence.			
Revise across paragraphs so my paper reads as one proof.			
Edit conventions and complete an honest source list.			

One thing I am proud of as a researcher:

One thing I want to get better at:

Module 4 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

“This week we answered: How can a researcher combine a year of reading and writing into one clear, organized proof? Our answer is: A researcher combines the year by answering one prompt with a simple thesis (central idea), organizing three reasons, using direct quotations and paraphrases from varied sources, explaining every piece of evidence, revising for cohesion, editing carefully, and publishing the final proof for a real audience. Place this weekly product in your research portfolio because the next module will build on it. Research is an infinity cycle; explaining what we know has already created the next question.”

Teacher Reflection

- Which misconception was most common?
- Which students still need support distinguishing Q, P, and E2?
- Where did students stop explaining too soon?
- Which earlier passage produced the strongest transfer?
- What evidence shows students are ready for the next module?

Module 4 — Student and Teacher Resource Masters

The following pages may be copied into a Student Interactive Research Notebook or used digitally. Every organizer preserves the language used in the daily lessons so students do not have to translate between systems.

Research Question Ladder

Final research prompt in my own words:

WHAT background must my reader understand?

WHY do the place, problem, or people matter?

HOW do resources, questions, choices, or actions create an impact?

The answer I expect to prove is:

My working thesis (central idea) is:

Source Identity and Reliability Record

Question	My Answer
Source code or number	
Title	
Author or organization, when available	
Date, when available	
Source form: poem, fiction, biography, nonfiction, website, book excerpt, map, artifact, or other	
Is this a real or simulated source?	
What question does this source help answer?	
What makes this source useful?	
What is one limit or unanswered question?	
How will I use it: direct quote, paraphrase, background, comparison, theme, example, or significance?	

Q/P Evidence Collection Card

Part	Student Notes
Source title/code	
Research question or body R	
Q - exact quotation	
Why the exact words are worth keeping	
P - paraphrase in my own words and structure	
Source credit language	
E2 - This means...	
E2 - This matters because...	
E2 - This helps prove...	

SET Introduction Planner

S - Statement of Purpose: Open with the large, global idea. Do not begin with My paper is about or I am going to tell you.

My S sentence:

E - Evidence-Reference Transition: Name the broad categories of evidence the paper will use without placing detailed proof in the introduction.

My E sentence:

T - Thesis (Central Idea): State the simple answer with a noun, verb, and three clear reasons that match the body paragraphs.

My T sentence:

R-E1-E2 Body Paragraph Planner 1: PLACE

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

Part	Student Writing Space or Reminder
R	Write the reason or way as the topic sentence.
E1-A	Q or P? Copy the note and name the source.
E2-A	What does it mean? Why does it matter? How does it prove R?
E1-B	Q or P? Copy the note and name the source.
E2-B	What does it mean? Why does it matter? How does it prove R?
Link	Connect the paragraph to the thesis (central idea) or next reason.

Draft the complete paragraph here:

R-E1-E2 Body Paragraph Planner 2: PROBLEM

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

Part	Student Writing Space or Reminder
R	Write the reason or way as the topic sentence.
E1-A	Q or P? Copy the note and name the source.
E2-A	What does it mean? Why does it matter? How does it prove R?
E1-B	Q or P? Copy the note and name the source.
E2-B	What does it mean? Why does it matter? How does it prove R?
Link	Connect the paragraph to the thesis (central idea) or next reason.

Draft the complete paragraph here:

R-E1-E2 Body Paragraph Planner 3: PEOPLE

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

Part	Student Writing Space or Reminder
R	Write the reason or way as the topic sentence.
E1-A	Q or P? Copy the note and name the source.
E2-A	What does it mean? Why does it matter? How does it prove R?
E1-B	Q or P? Copy the note and name the source.
E2-B	What does it mean? Why does it matter? How does it prove R?
Link	Connect the paragraph to the thesis (central idea) or next reason.

Draft the complete paragraph here:

R1-R2-R3 Conclusion Planner

R1 - Restate: Restate the thesis (central idea) in new words. Do not copy it exactly.

My R1 sentence:

R2 - Reference the Evidence Collectively: Look across the whole evidence collection. Name the major types or patterns without relisting every fact.

My R2 sentence or sentences:

R3 - Reflect: Explain the global lesson, responsibility, moral, or big takeaway. Do not add a new piece of evidence.

My R3 sentence or sentences:

Third-Grade Source List Builder

Use the information available in the supplied source. Do not invent an author or date. For simulated sources, write Simulated Source clearly.

No.	Title		Form	Identity	Location
Source 1	Title:	Author/Organiz ation:	Source Form:	Real or Simulated:	Where I found it:
Source 2	Title:	Author/Organiz ation:	Source Form:	Real or Simulated:	Where I found it:
Source 3	Title:	Author/Organiz ation:	Source Form:	Real or Simulated:	Where I found it:
Source 4	Title:	Author/Organiz ation:	Source Form:	Real or Simulated:	Where I found it:
Source 5	Title:	Author/Organiz ation:	Source Form:	Real or Simulated:	Where I found it:
Source 6	Title:	Author/Organiz ation:	Source Form:	Real or Simulated:	Where I found it:

Final Research Paper Publication Checklist

- [] I answered the final prompt, not a different question.
- [] My SET introduction contains S, E, and a simple thesis (central idea).
- [] My thesis (central idea) previews PLACE, PROBLEM, and PEOPLE.
- [] Each body paragraph begins with one clear R.
- [] Each body paragraph repeats E1-E2 until the R is thoroughly proven.
- [] I used at least four approved sources.
- [] I used at least two direct quotations and at least four paraphrases.
- [] Every quotation has quotation marks and source credit.
- [] Every paraphrase changes words and sentence structure and has source credit.
- [] My researcher voice is louder than the source voices.
- [] My conclusion contains R1, R2, and R3 and adds no new evidence.
- [] I revised for ideas, order, cohesion, sentence structure, and word choice.

- [] I edited grammar, agreement, tense, capitalization, punctuation, spelling, quotation marks, and paragraphing.
- [] My source list is complete and honest about simulated sources.
- [] My paper is readable and ready for publication.

The revision that improved my proof most was:

Module 4 — Complete Annotated Third-Grade Model Paper

High Exemplar

What Helps a Community Grow Strong?

Paragraph 1 — SET Introduction

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

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

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

Paragraph 2 — PLACE

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

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

E2: These resources supported several needs at the same time, but the river did not organize the community by itself. People had to farm, build boats, transport goods, and plan around the flood cycle. This proves that geography creates possibilities while human choices turn those possibilities into community strength.

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

E2: The exact words are useful because they show both sides of geography. Plymouth had fresh water, timber, land, and a harbor, but the settlers also faced winter, illness, and the need to cooperate. A good location helped, yet people still had to respond thoughtfully. Therefore, a place becomes valuable to a community when people understand and use it responsibly.

Paragraph 3 — PROBLEM

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

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

E2: This sequence shows that the lightning rod did not begin as a lucky object. Franklin first noticed a danger, studied electricity, and then developed a practical response. The invention strengthened communities by helping protect buildings from one danger caused by lightning.

E1: Passage 9 explains that Henry Ford used moving assembly-line production to make

dependable automobiles more affordable for ordinary families.

E2: The solution had more than one effect. Families could travel farther, roads became more important, and businesses developed along travel routes. These examples prove that community problem solving includes both the solution and the changes that follow it.

Paragraph 4 — PEOPLE

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

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

E2: Because this is a poem, the question works as a theme rather than a complete historical report. It turns citizenship into a personal decision and reminds children that service can begin with ordinary hands, time, listening, and care.

E1: Passage 16 explains that Carmen Lomas Garza's paintings preserve Mexican-American family and community life, including celebrations, foods, games, and everyday gatherings.

E2: Her art becomes community memory because later viewers can study details that might otherwise disappear. The fictional passages Crash and The Good Citizen add examples of honesty and dependability, showing that quiet choices also protect trust. Together, the evidence proves that communities need many kinds of contributors: people who create, remember, speak, listen, and help.

Paragraph 5 — R1-R2-R3 Conclusion

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

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

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

Model Use Note

Study the model after students have attempted the relevant independent writing. Students should identify jobs, compare decisions, and revise their own work rather than copy the language.

Module 4 — Final Research Paper Rubric (0-3 Scale)

Scoring Area	3 - Strong	2 - Developing	1 - Beginning	0 - Not Demonstrated
1. Answering the Prompt and Completing the Assignment	Fully answers the research prompt and clearly proves a simple thesis (central idea). Includes a complete SET introduction, three R-E1-E2 body paragraphs with repeated evidence and explanation, an R1-R2-R3 conclusion, required direct quotations and paraphrases, source credit, a source list, and all major project components.	Answers most of the prompt and completes most required parts. The thesis (central idea) and three reasons are present, but one section, source requirement, or explanation may be incomplete. Evidence is generally relevant, though some proof needs deeper E2 or clearer source credit.	Partially answers the prompt but often reports or lists facts instead of proving the thesis (central idea). Several required sections or source requirements are incomplete, weak, or missing. Evidence is limited, unclear, copied too closely, or insufficiently explained.	Does not answer the prompt or does not complete enough of the assignment to demonstrate understanding. A thesis (central idea), evidence, explanation, or major project sections are absent.
2. Organization and Cohesiveness	Ideas are organized and easy to follow from the SET introduction through R1-R2-R3. Each body paragraph stays focused on one R, repeats E1-E2 logically, and connects to the thesis (central idea). Transitions, sentence relationships, and the conclusion make the paper feel like one cohesive proof.	Organization is generally clear. The beginning, body, and conclusion are identifiable, and most paragraphs stay focused. Some transitions, paragraph connections, evidence order, or repeated wording may be weak, but the reader can follow the proof.	Organization is inconsistent or difficult to follow. Paragraphs may mix reasons, evidence may appear without clear placement, or weakly pieces may feel separate. Transitions and thesis (central idea) connections are limited or missing.	Little or no recognizable organization is present. Ideas are scattered, major sections are missing, or the writing is too incomplete to determine cohesion.

3. Editing, Revising, Grammar, Spelling, and Vocabulary	Demonstrates careful revising and editing. Sentences are clear and varied; word choice and academic vocabulary are precise. Grammar, agreement, tense, capitalization, punctuation, quotation marks, spelling, and paragraphing are mostly correct. Errors do not interfere with meaning.	Shows evidence of revising and editing. Some errors in sentence structure, grammar, capitalization, punctuation, quotation marks, spelling, or vocabulary remain, but meaning is clear. Word choice is generally appropriate, though sometimes repetitive or imprecise.	Shows limited revising or editing. Frequent errors in sentences, grammar, capitalization, punctuation, quotation marks, spelling, or vocabulary sometimes interfere with understanding. Word choice is basic, repetitive, or occasionally incorrect.	Shows little or no evidence of revising or editing. Errors consistently interfere with understanding, or the writing is too incomplete to evaluate conventions and vocabulary.
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Score Summary

Answering the Prompt and Completing the Assignment: ____ / 3

Organization and Cohesiveness: ____ / 3

Editing, Revising, Grammar, Spelling, and Vocabulary: ____ / 3

Total Score: ____ / 9

Evidence supporting the score:

One next step for the writer:

Module 4 — Strong Community Research Museum and Community Builders Expo

The final event is both publication and instruction. Students do not simply stand and read a paper. They use writing, speaking, maps, diagrams, source labels, models, and reflection to teach an authentic audience what makes communities strong.

Exhibit Stations

1. Published Research Paper — Display the final five-paragraph paper, source list, and 0-3 self-assessment.
2. SET and Thesis (Central Idea) — Enlarge S, E, and T so visitors can see the promise of the paper.
3. PLACE Evidence Map — Show at least three places, their resources/challenges, human choices, and impacts.
4. PROBLEM-SOLUTION Chain — Display one NOTICE-QUESTION-ACT-IMPACT case with multiple effects.
5. PEOPLE Contribution Gallery — Show at least three different talents or civic actions from varied source forms.
6. Quote-Paraphrase-Explain Display — Feature the student's best Q, best P, and strongest E2 with source credit.
7. Writing Styles Showcase — Label where narrative, informational, argumentative, comparison, cause-effect, problem-solution, procedural, poetry/theme, description, and reflection entered the research.
8. Community Builder Action Plan — Propose one age-appropriate action the student or class could take to strengthen a real community.

Community Builder Action Plan

The real community I am thinking about is:

The need or problem I noticed is:

The evidence or observation that helped me understand the need is:

People whose perspectives should be heard are:

One age-appropriate action I propose is:

The resources needed are:

A possible positive impact is:

A possible challenge or unintended effect is:

How we could study the result is:

Student Expo Presentation Script

- My research question was...
- My thesis (central idea) was...
- My PLACE reason was... and one strong piece of evidence was...
- My PROBLEM reason was... and the impact I explained was...
- My PEOPLE reason was... and the source form I used was...
- My strongest direct quotation was... because...
- My strongest paraphrase was...
- My largest takeaway is...
- One action children can take is...

Presentation Requirement: Every presentation must include one direct quotation, one paraphrase, and one E2 explanation. Students point to the displayed evidence while speaking.

Visitor Passport

Station	Visitor Note
PLACE Station	One resource, challenge, and human choice I learned:
PROBLEM Station	One NOTICE-QUESTION-ACT-IMPACT chain I learned:
PEOPLE Station	One contribution or preservation example I learned:
Q/P/E2 Station	A student who explained evidence clearly was:
Writing Styles Station	One writing style I saw inside research was:
Action Plan Station	One possible community action was:

One new question the expo created for me:

Community Builder Tokens and Evidence-Based Recognition

Each visitor receives five Community Builder Tokens. No visitor may place more than two tokens at one exhibit. Tokens must be placed under a named academic category so recognition does not become only a popularity contest. A visitor places a token only after naming the evidence observed.

- Strongest Thesis (Central Idea)
- Best PLACE Evidence and Map
- Best Problem-Solution Reasoning
- Best Source-Form Accuracy
- Strongest Direct Quotation Choice
- Strongest Paraphrase
- Deepest E2 Explanation
- Best R1-R2-R3 Conclusion
- Best Writing-Styles Synthesis
- Most Thoughtful Community Action Plan
- Clearest Oral Teaching
- Most Meaningful Reflection

Final Student Research Reflection

Before this cluster, I thought research was:

Now I know a research paper:

The difference between a report and a research paper is:

A direct quotation is:

A paraphrase is:

E1 is borrowed knowledge, while E2:

The writing styles that helped me most were:

The strongest part of my final proof was:

The most difficult research decision was:

The answer to What helps a community grow strong? is:

One new community question I want to investigate is:

The research habit I will carry into fourth grade is:

Teacher Source Notes

Source Group	Teacher Guidance
Passage 15	Use as the main PLACE evidence bank. Key ideas include resources, opportunities, challenges, adaptation, modification, scarcity, trade, transportation, and the repeated relationship between geography and human choice.
Passage 16	Use as the main PEOPLE and PROBLEM evidence bank. Key patterns include notice-question-choice-impact, multiple effects, laws, citizenship, service, invention, culture, and community memory.
Community Quest Kids	Label Simulated Website. Use for source-form practice and corroboration of PLACE ideas.
Small Choices, Strong Communities	Label Simulated Book Excerpt. Use for NOTICE-QUESTION-ACT-IMPACT and varied contribution examples.
Passages 13 and 14	Use poetry for theme, voice, significance, legacy, and service. Do not treat the poems as complete historical biographies.
Earlier Fiction	Use as clearly labeled examples of decisions and consequences, not as proof that a historical event occurred.
Earlier Nonfiction/Biography	Use for factual support, comparisons, causes/effects, and patterns across the year.

Final Message to Students

Teacher Script

"At the beginning of third grade, you learned to notice a prompt and make one piece of thinking visible. Since then, you have told stories, explained information, made claims, compared ideas, traced causes and effects, solved problems, wrote procedures, studied poetry, revised sentences, edited conventions, and used evidence. Research did not replace those writing styles. Research gathered them into one experience. You also discovered that communities are not made strong by one place, one invention, one leader, or one perfect decision. Places offer possibilities. Problems create questions. People make choices. Evidence helps us understand the effects. And every new understanding can become a responsible action. Your final paper is proof that an eight-year-old can remember a year of learning, select what matters, credit sources, explain evidence, and teach an audience. Carry that habit with you: notice, question, research, prove, explain, and choose how you will help."

NOTICE. QUESTION. RESEARCH. PROVE. EXPLAIN. CONTRIBUTE.