

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 1

Cracking the Short Constructed Response Code



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 3 Cluster 1

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Grade 3 Cluster 1

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to a module where you become a question detective. Great writers do not just answer questions - they study the question first. You will read about the Pilgrims choosing Plymouth and about life along the Nile River. You will learn to circle the noun, box the verb, and triangle the clue word so you always know exactly what a question is asking.

You do not need to guess what a question wants. You will learn a habit that helps you crack the code every time.

Try first. Use the tools in this book. Point to proof. Notice how your thinking grows.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Five Thinking Levels

A thinking level describes what your brain is doing - not who you are.

Level	Student Meaning	My Next Cognitive Move
 Foundational	I follow directions or repeat information exactly as taught.	FIND IT - locate, name, identify.
 Emergent	I begin trying ideas independently, even if I am uncertain.	CONNECT IT - link a clue to an idea.
 Visible	I connect ideas directly to textual evidence or proof.	EXPLAIN IT - show what evidence proves.
 Independent	I combine evidence with my own inference and understanding.	USE IT - apply the thinking on my own.
 Reflective	I connect evidence to the world, lessons, or broader life understanding.	EXTEND IT - defend, evaluate, connect, or teach.

REMEMBER THE TRIANGLES

Visible is the yellow upside-down triangle. Independent is the green right-side-up triangle. The direction matters.

MOVE YOUR THINKING


Foundational
 RECALL


Emergent
 CONNECT


Visible
 EXPLAIN


Independent
 USE


Reflective
 EXTEND

TRACKS - Six Types of Measurable Evidence

TAP the TRACKS while you read. Hunt for all six kinds of evidence.

Symbol	Color	Evidence Type	What to Look For
	Pastel Green	T - Time	age, era, dates, cultural details, or historical details
	Pastel Purple	R - Reactions	reactions, solutions, resolutions, or effects
	Pastel Yellow	A - Actions	actions, problems, conflicts, or causes
	Pastel Yellow	C - Character, Concept, Creature	people's names, animals, or major concepts
	Pastel Orange	K - Key Knowledge	important information not in another TRACKS category
	Pastel Green	S - Scenery / Setting	setting details measured through the five senses

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence. You still decide why the exact words fit that category.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 1



M O D U L E

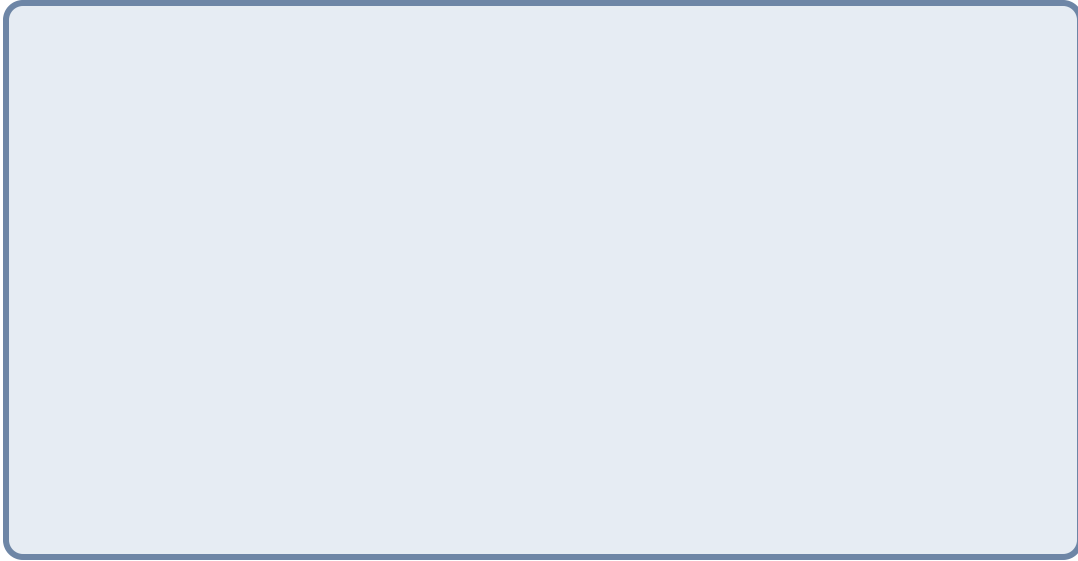


Shaping the Prompt

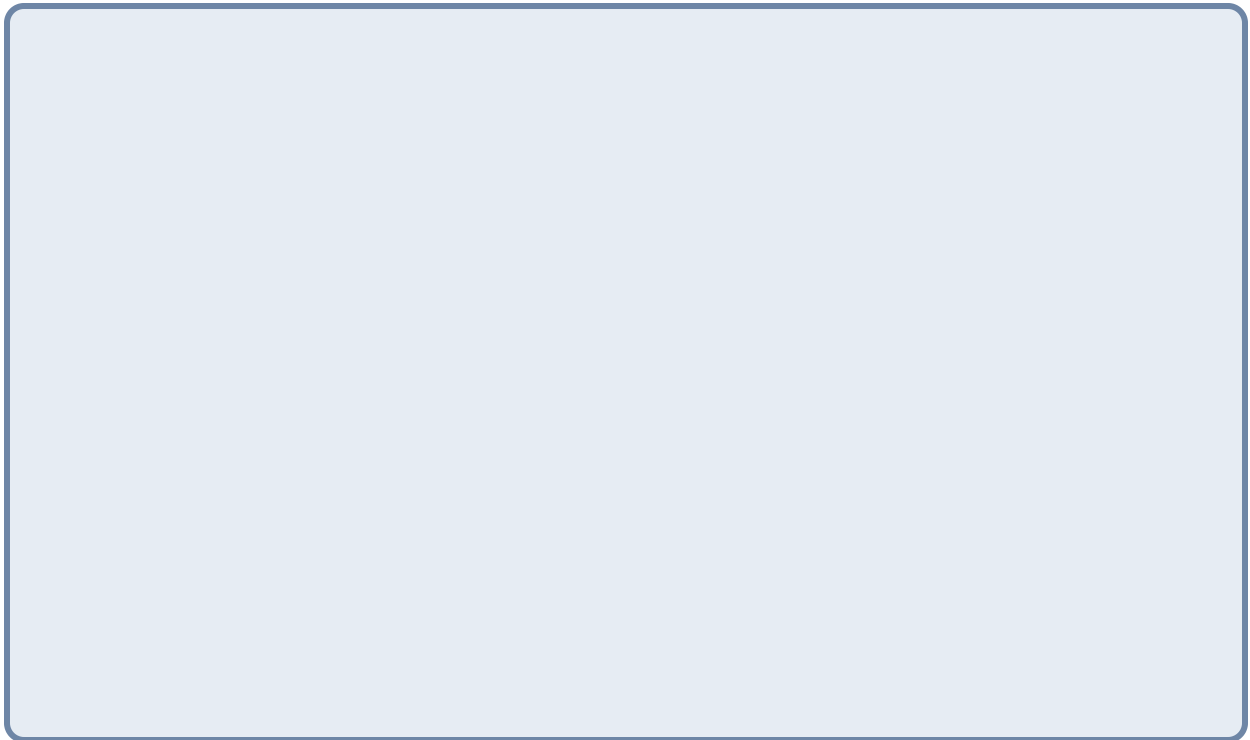
Finding the Noun, the Verb, and the Clue Word



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

Understanding the question comes before answering the question.

WHY THIS MODULE MATTERS

Many students struggle with a Short Constructed Response (SCR) not because they cannot write, but because they misread the prompt before they ever begin. You will learn to mark the noun, the verb, and the clue word in a prompt, and to decide whether it is asking WHAT, WHY, or HOW - before writing a single sentence.

Essential Question

How do I know exactly what a prompt is asking before I write?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
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- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11(A)(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can choose a fitting genre and plan a first draft for my topic, purpose, and audience.

TEKS 12(A)(i) - Official Standard

compose literary texts, including personal narratives, using genre characteristics

HOW I SAY THE STANDARD!

I can use the parts a reader expects in a short constructed response.

TEKS 12(A)(ii) - Official Standard

compose literary texts, including personal narratives, using craft

HOW I SAY THE STANDARD!

I can use purposeful words and sentence choices to make my response work well.

The Standards I Am Learning - Part 2

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 12(B)(i) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

HOW I SAY THE STANDARD!

I can write a brief response with one clear central idea, or thesis.

TEKS 12(B)(ii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using genre characteristics

HOW I SAY THE STANDARD!

I can include the parts of a short constructed response: thesis, evidence, and explanation.

TEKS 12(B)(iii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using craft

HOW I SAY THE STANDARD!

I can use precise words and sentence choices to make my response work well.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The Standards I Am Learning - Part 3

Read the official TEKS. Directly under it, read how a student can say the same standard.

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my ideas are clearer.

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean one person, place, thing, or idea.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, things, and ideas.

TEKS 11(D)(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words

HOW I SAY THE STANDARD!

I can spell grade-appropriate high-frequency words correctly.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(E) - Official Standard

demonstrate listening comprehension of information presented orally by recalling, retelling, responding, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can listen carefully and retell, respond to, or ask about what I heard.

ELPS 2(I) - Official Standard

monitor understanding of spoken language during classroom interactions and respond appropriately

HOW I SAY THE STANDARD!

I can check my own understanding and ask for help when I need it.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can get ready to read by thinking about what I already know.

ELPS 4(D) - Official Standard

write using a variety of grade-appropriate sentence lengths and types and connecting words

HOW I SAY THE STANDARD!

I can build a sentence that fits the job of my writing.

ELPS 4(F) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with evidence and a fitting style.

My Module 1 Learning Launchpad

Read the destination, then choose how you will show up for the work.

I CAN

- find the noun of importance in a prompt.
- find the verb of importance in a prompt.
- find the clue word that tells me WHAT, WHY, or HOW.
- explain to a partner what a prompt is asking me to do.

I WILL

- mark the noun of a prompt with a red circle.
- mark the verb of a prompt with a yellow box.
- mark the clue word of a prompt with a green triangle.
- decide whether a prompt is asking WHAT, WHY, or HOW.

LEARNING DESTINATION

I will decode a short constructed response prompt by identifying the noun, the verb, and the clue word, and I will determine whether the question is asking WHAT, WHY, or HOW.

MY LAUNCHPAD PROMISE

The thinking move I will practice first is _____ because

My Module 1 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Find the noun of a prompt	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the verb of a prompt	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the clue word of a prompt	a lot / a little / new	a lot / a little / new	a lot / a little / new
Decide WHAT, WHY, or HOW	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a thesis, evidence, and explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

build

Say it: BILD

What it means: to make something by putting parts together

Try the frame: The Pilgrims had to ____ homes before winter.

choose

Say it: CHOOZ

What it means: to pick one thing out of many

Try the frame: The Pilgrims had to ____ a place to settle.

crops

Say it: KROPS

What it means: plants that farmers grow for food

Try the frame: Farmers planted ____ such as wheat and barley.

fish

Say it: FISH

What it means: animals that live in water and can be caught for food

Try the frame: The river gave the people ____ to eat.

grow

Say it: GROH

What it means: to get bigger or to raise plants

Try the frame: Rich soil helped the plants ____.

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

help

Say it: HELP

What it means: to make something easier for someone

Try the frame: The Nile River would ____ farmers grow crops.

homes

Say it: HOHMZ

What it means: the places where people live

Try the frame: The settlers built small ____ near the harbor.

land

Say it: LAND

What it means: the solid ground that is not covered by water

Try the frame: The Pilgrims looked for ____ where crops could grow.

people

Say it: PEE-pul

What it means: men, women, and children

Try the frame: Boats carried ____ and goods up and down the Nile.

river

Say it: RIV-er

What it means: a long body of moving water that flows across the land

Try the frame: The Nile is a long ____ that flows through Egypt.

Tier 1 Vocabulary - Everyday Words

Say the word, learn its meaning, then rehearse the complete frame.

towns

Say it: TOWNZ

What it means: places where people live, work, and shop

Try the frame: Over time, ____ grew along the riverbanks.

trees

Say it: TREEZ

What it means: tall plants with a trunk that give wood and shade

Try the frame: The Pilgrims used tall ____ to build their homes.

water

Say it: WAW-ter

What it means: the clear liquid people, plants, and animals need to live

Try the frame: The river gave the people fresh ____ to drink.

winter

Say it: WIN-ter

What it means: the coldest season of the year

Try the frame: ____ was coming, so the Pilgrims worked quickly.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

analyze

Say it: AN-uh-lyz

What it means: to look closely at the parts of something

Try the frame: I ____ the prompt by marking its three parts.

cause

Say it: KAWZ

What it means: the reason something happens

Try the frame: A why question asks about a ____.

clue

Say it: KLOO

What it means: a hint that helps you figure something out

Try the frame: The green triangle marks the ____ word.

describe

Say it: dih-SKRYB

What it means: to tell what something is like

Try the frame: A what question can ask me to ____ something.

determine

Say it: dih-TUR-min

What it means: to decide or figure out

Try the frame: I ____ whether the question is what, why, or how.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

evidence

Say it: EV-uh-duhns

What it means: a fact from the passage that supports your answer

Try the frame: I support my answer with ____ from the passage.

explain

Say it: ek-SPLAYN

What it means: to tell why or how in your own words

Try the frame: A why question asks me to ____ a reason.

identify

Say it: eye-DEN-tuh-fy

What it means: to name or point out something

Try the frame: A what question asks me to ____ something.

noun

Say it: NOWN

What it means: a person, place, or thing

Try the frame: The ____ is the person, place, or thing the question is about.

process

Say it: PRAH-ses

What it means: the steps that make something happen

Try the frame: A how question asks about a ____.

Tier 2 Vocabulary - Academic Words

Say the word, learn its meaning, then rehearse the complete frame.

prompt

Say it: PROMPT

What it means: the question or task you are asked to answer

Try the frame: First I read the ____ before I answer.

question type

Say it: KWES-chun TYP

What it means: whether a question asks WHAT, WHY, or HOW

Try the frame: The clue word tells me the ____.

response

Say it: rih-SPONS

What it means: the answer you write

Try the frame: My ____ must match what the prompt asks.

verb

Say it: VURB

What it means: an action word that tells what to do

Try the frame: I box the ____ because it tells me what to do.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

ancient Egypt

Say it: AYN-shunt EE-jipt

What it means: a land long ago along the Nile River

Try the frame: ____ was mostly covered by hot, dry desert.

Atlantic Ocean

Say it: at-LAN-tik OH-shun

What it means: the large ocean the Pilgrims crossed

Try the frame: The Pilgrims sailed across the ____.

barley

Say it: BAR-lee

What it means: a grain farmers grow for food

Try the frame: Farmers planted wheat and ____ in the rich soil.

colony

Say it: KOL-uh-nee

What it means: a new community of people who settle in a faraway place

Try the frame: Plymouth became the ____ where the Pilgrims settled.

desert

Say it: DEZ-ert

What it means: dry land with little water or rain

Try the frame: Ancient Egypt was mostly covered by hot, dry ____.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

floodwaters

Say it: FLUHD-waw-terz

What it means: water that spills over a river's banks when it rises

Try the frame: Farmers planted crops in the soil left by the ____.

harbor

Say it: HAR-ber

What it means: a safe place near land where ships can anchor

Try the frame: The ____ made it possible for their ship to anchor safely.

Nile River

Say it: NYL RIV-er

What it means: a long river that flows from south to north through Egypt

Try the frame: The ____ flowed through this desert.

Pilgrims

Say it: PIL-grims

What it means: a group of travelers who sailed to America in 1620

Try the frame: The ____ sailed across the Atlantic Ocean.

Plymouth

Say it: PLIM-uth

What it means: the place where the Pilgrims settled

Try the frame: The Pilgrims explored the land and found ____.

Tier 3 Vocabulary - Passage Words

Say the word, learn its meaning, then rehearse the complete frame.

riverbanks

Say it: RIV-er-banks

What it means: the land along the sides of a river

Try the frame: Over time, towns and cities grew along the ____.

settlers

Say it: SET-lerz

What it means: people who move to a new place to live

Try the frame: The ____ built small homes near the harbor.

shelter

Say it: SHEL-ter

What it means: something built to protect people from weather

Try the frame: The Pilgrims needed to build ____ quickly.

soil

Say it: SOYL

What it means: the top layer of earth where plants grow

Try the frame: The flood left behind dark, rich ____.

wheat

Say it: HWEEET

What it means: a grain farmers grow to make bread

Try the frame: Farmers planted ____ in the soil left by the flood.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning as I learn through reading and discussion.
T - Drop	Go back and erase the dot once I know its meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

AS YOU READ

☐ Dot in the passage ☐ List in the margin ☐ Ask after reading

STUDENT SUPPORT - Another Way to Show What You Know

If making a dot is difficult, circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Three Shapes: Cracking the SCR Question Code

Read the question itself before you try to answer it.

THE THREE SHAPES

Red Circle	The main noun - the topic or subject of the question.
Yellow Box	The verb - the action the question asks you to do.
Green Triangle	The clue word - the word that signals WHAT, WHY, or HOW.

Question Type	Thinking Clue	What the Answer Must Do
WHAT	Name it	Identify or describe information from the passage.
WHY	Give a reason	Explain a reason or cause, often using the word because.
HOW	Explain the ways	Explain a process, a method, or the way something happened.

MODELED EXAMPLE

Why did the Pilgrims choose Plymouth as their settlement? Circle **Pilgrims** (the main noun). Box **choose** (the verb). Triangle **Why** (the clue word). This tells us we must explain a reason.

STUDENT SUPPORT - Another Way to Show What You Know

Say the shapes out loud as you mark: "Red circle - noun. Yellow box - verb. Green triangle - clue word." Then name WHAT, WHY, or HOW.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will decode a short constructed response prompt by identifying the noun, the verb, and the clue word, and determine whether the question is asking WHAT, WHY, or HOW.

SUCCESS CRITERIA

- All three marks appear on the prompt and each mark is on the correct word.
- I name the prompt type as WHAT, WHY, or HOW and give the clue word as the reason.
- I restate the prompt in my own words without changing what it asks.

INDEPENDENT PRODUCT

I will mark an unfamiliar prompt correctly and name it as WHAT, WHY, or HOW on the Day 5 exit ticket.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer this question again near the end.

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

[illegible]

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A writer can tell what a prompt is asking by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Pilgrims Chose Plymouth

Passage 1 - Low Stamina - approximately 150 words

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: Which words could help me build a thesis, evidence, and explanation?

[1] In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean looking for a place where they could live and practice their beliefs freely. After many weeks at sea, they reached the coast of North America.

[2] The Pilgrims explored the land and found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and ships. There was also fresh water and land where crops could be planted. The harbor made it possible for their ship to anchor safely.

[3] Winter was coming, and the Pilgrims needed to begin building shelters quickly. They started constructing small homes and gathering wood for fires. Soon, Plymouth became the place where they settled and built their new colony.

The Pilgrims Chose Plymouth - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1620; Winter was coming"	It fits because _____
R ■ Reactions	"Plymouth became the place where they settled"	It fits because _____
A ▲ Actions	"sailed across the Atlantic Ocean; started constructing small homes"	It fits because _____
C ★ Character, Concept, Creature	"the Pilgrims"	It fits because _____
K ♦ Key Knowledge	"their beliefs freely; fresh water"	It fits because _____
S ▼ Scenery / Setting	"forests filled with tall trees"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Life Along the Nile River

Passage 2 - Low Stamina - approximately 150 words

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: Which words could help me build a thesis, evidence, and explanation?

[1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals.

[2] Running through this desert was the Nile River, a long river that flowed from south to north. Each year, the river would rise and spill over its banks. When the water went back down, it left behind dark, rich soil that was good for growing plants.

[3] Farmers planted crops such as wheat and barley in the soil left by the floodwaters. The river also provided fish to eat and water for drinking and farming. Boats traveled up and down the Nile carrying people and goods.

[4] Over time, towns and cities grew along the riverbanks, and the Nile became the center of daily life for the people of ancient Egypt.

Life Along the Nile River - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	“Ancient Egypt; Each year”	It fits because _____
R ■ Reactions	“towns and cities grew”	It fits because _____
A ▲ Actions	“rise and spill over its banks; planted crops”	It fits because _____
C ★ Character, Concept, Creature	“the Nile River”	It fits because _____
K ♦ Key Knowledge	“flowed from south to north”	It fits because _____
S ▼ Scenery / Setting	“hot, dry desert; dark, rich soil”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER

Would you rather answer a why question or a how question? Today you become a question detective.

THE HOOK

Every reading test question has a secret code hidden inside it. Strong readers do not just read the story - they also study the question to understand exactly what their brain needs to do.

THE DOT READING HABIT

While you read, place a small dot above any word you are unsure about. As you learn the word, you may erase the dot. Dot = I'm not sure about this word yet.

WHAT - WHY - HOW

- WHAT questions ask you to identify or describe something. Example: What natural resources did the Pilgrims find near Plymouth?
- WHY questions ask you to explain a reason or cause. Example: Why did the Pilgrims settle in Plymouth?
- HOW questions ask you to explain a process or method. Example: How did the Nile River help farmers grow crops?

STUDENT SUPPORT - Another Way to Show What You Know

Repeat the WHAT/WHY/HOW chart aloud with a partner before trying it on your own.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL

The noun tells us WHO or WHAT. The verb tells us the action. The clue word tells us WHAT, WHY, or HOW.

MODELED PROMPT

Why did the Pilgrims choose Plymouth as their settlement?

I DO

I find the noun, the main topic. I draw a red circle around **Pilgrims**. That tells me who the question is about. Now I look for the verb, the action word. I draw a yellow box around **choose**. This tells me what action I must explain. Now I look for the clue word that tells me the question type. I draw a green triangle around **Why**. This triangle tells me the question is asking WHY, which means I must explain a reason.

LISTENING GAME

I read a question. When you hear the main noun, make a circle with your hand. When you hear the verb, make a box with your fingers. When you hear the clue word, make a triangle and shout WHAT, WHY, or HOW.

- Why did the Nile flood every year? (circle Nile, box flood, triangle - shout WHY)
- What did the Pilgrims eat during the first winter? (circle Pilgrims, box eat, triangle - shout WHAT)
- How did the Nile help farmers? (circle Nile, box help, triangle - shout HOW)
- Why did the Pilgrims travel to a new land? (circle Pilgrims, box travel, triangle - shout WHY)

STUDENT SUPPORT - Another Way to Show What You Know

Point to the anchor chart while you listen. You still decide which shape matches which word.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 2 - ATTEMPT

Shape Detectives - how to play.

PRACTICE TOGETHER

How did the Nile River help farmers grow crops? Turn to your partner and mark the question using our shapes. Circle Nile River, box help, triangle How. Ask yourself which noun takes the action of the verb - that is the noun you circle. Then ask yourself which verb is closest to the noun you circled - that is the verb you box.

THE GOAL

You are a Shape Detective. Your job is to quickly decide what type of word you see: a noun (red circle), a verb (yellow box), or a clue word (green triangle).

HOW TO PLAY

1. Spread the mixed pile of word cards.
2. The teacher calls the aspect to locate: "Find a noun!" "Find a verb!" "Find a question clue!"
3. Sort the cards by shape, then check your answers.
4. Lightning Round: hold up a card and shout the shape and part of speech.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. Match first; check the card back second. printing. Sort first; flip second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card list on the recording page instead of cutting. You still sort every word by shape and explain why.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

CUT PAGE - Shape Detectives Cards 1

Cut only on the dashed lines.

SHAPE DETECTIVES

Pilgrims

Noun, verb, or clue word?

SHAPE DETECTIVES

Plymouth

Noun, verb, or clue word?

SHAPE DETECTIVES

harbor

Noun, verb, or clue word?

SHAPE DETECTIVES

farmers

Noun, verb, or clue word?

Card Backs - Shape Detectives Cards 1

Check only after you commit to a shape.



Red Circle

Plymouth = the main noun



Red Circle

Pilgrims = the main noun



Red Circle

farmers = the main noun



Red Circle

harbor = the main noun

CUT PAGE - Shape Detectives Cards 2

Cut only on the dashed lines.

SHAPE DETECTIVES

Nile River

Noun, verb, or clue word?

SHAPE DETECTIVES

flood

Noun, verb, or clue word?

SHAPE DETECTIVES

crops

Noun, verb, or clue word?

SHAPE DETECTIVES

choose

Noun, verb, or clue word?

Card Backs - Shape Detectives Cards 2

Check only after you commit to a shape.



Red Circle

flood = the main noun



Red Circle

Nile River = the main noun



Yellow Box

choose = the verb



Red Circle

crops = the main noun

CUT PAGE - Shape Detectives Cards 3

Cut only on the dashed lines.

SHAPE DETECTIVES

explain

Noun, verb, or clue word?

SHAPE DETECTIVES

describe

Noun, verb, or clue word?

SHAPE DETECTIVES

tell

Noun, verb, or clue word?

SHAPE DETECTIVES

help

Noun, verb, or clue word?

Card Backs - Shape Detectives Cards 3

Check only after you commit to a shape.



Yellow Box

describe = the verb



Yellow Box

explain = the verb



Yellow Box

help = the verb



Yellow Box

tell = the verb

CUT PAGE - Shape Detectives Cards 4

Cut only on the dashed lines.

SHAPE DETECTIVES

grow

Noun, verb, or clue word?

SHAPE DETECTIVES

what

Noun, verb, or clue word?

SHAPE DETECTIVES

why

Noun, verb, or clue word?

SHAPE DETECTIVES

how

Noun, verb, or clue word?

Card Backs - Shape Detectives Cards 4

Check only after you commit to a shape.



Green Triangle

what = the clue word



Yellow Box

grow = the verb



Green Triangle

how = the clue word



Green Triangle

why = the clue word

Shape Detectives - My Recording Sheet

Sort every card. Record the shape and explain your thinking.

Word	Shape	Noun / Verb / Clue Word
Pilgrims		
Plymouth		
harbor		
farmers		
Nile River		
flood		
crops		
choose		
explain		
describe		
tell		
help		
grow		
what		
why		
how		

Day 3 - DISCUSS

Practice together, then explain your thinking.

PROMPT

How did the Nile River help farmers grow crops?

MARK IT TOGETHER

Circle Nile River / farmers. Box help. Triangle How.

What noun did you circle in red?

What verb did you box in yellow?

What green triangle clue word did you find?

THAT TELLS US...

This is a HOW question, which means we must explain a process or way something happens. What details from the passage might help answer this question?

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: I circled ____ because it is the noun. I boxed ____ because it is the verb. I triangled ____ because it is the clue word.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE Independently: Mark Three Prompts

Draw a red circle around the noun, a yellow box around the verb, and a green triangle around the clue word.

FROM PASSAGE 1

What natural resources did the Pilgrims find near Plymouth?

Noun:

Verb:

Clue word:

Type (WHAT / WHY / HOW):

FROM PASSAGE 1

Why did the Pilgrims need to build shelters quickly?

Noun:

Verb:

Clue word:

Type (WHAT / WHY / HOW):

Day 4 - AWARD Yourself

An award counts when you point to evidence in your own work.

CHOOSE AN EVIDENCE-BASED AWARD

- Noun Finder - I correctly circled the main noun.
- Verb Finder - I correctly boxed the verb.
- Clue Word Detective - I correctly triangled the clue word and named WHAT, WHY, or HOW.
- Prompt Explainer - I explained a prompt in my own words without changing what it asks.

MY AWARD

I award myself the _____ Award because I

My evidence is on page _____. The exact words that prove it are

This shows growth because

STUDENT SUPPORT - Another Way to Show What You Know

Choose one award and point to proof before writing. Rehearse: I award this because I ____ and I can prove it on page ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



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CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Level

A useful target names the precise move you will make next.

CHOOSE ONE TARGET

- ☐ Mark the noun without help ☐ Mark the verb without help
☐ Name WHY vs. HOW correctly ☐ Restate the prompt in my own words

BUILD A PRECISE TARGET

My next goal is _____ because

The type of question I still need to practice is

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____. Your target is precise because _____.

Ready to Stretch? Take Your Thinking Further!

Which type of question felt easiest for you today? Which felt most challenging? Write one curiosity question about WHAT, WHY, and HOW questions.

Day 5 - EXPLAIN or Educate Others

Turn and teach: your explanation is proof of your understanding.

TEACH-BACK FRAME

Today you learned that answering a question begins with understanding the question. When you circle nouns in red, box verbs in yellow, and triangle clue words in green, you unlock the thinking hidden inside the prompt.

MY TEACHING CARD

The shape I will explain first:

What it marks and why it matters:

An example prompt I will mark for my partner:

LISTENER RESPONSIBILITIES

- Restate which shape marks which part of the question.
- Ask: How did marking the prompt help you answer it?
- Give evidence-based feedback.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. Use the card, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Exit Ticket

Mark this prompt on your own before you leave.

How does the Nile River help farmers grow their crops?

Noun (red circle):

Verb (yellow box):

Clue word (green triangle):

Type (WHAT / WHY / HOW):

STUDENT SUPPORT - Another Way to Show What You Know

Reread the question aloud before marking.
You still decide which word fits which shape.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support,
then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without using the frame, explain why marking the noun, verb, and clue word helps a writer before drafting a response.

MY THINKING NOW

Answer the module question again. Then compare it with your first thinking.

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

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



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MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Circle your favorite marked prompt. Write what you are proud of: finding the noun, the verb, the clue word, or naming WHAT, WHY, or HOW correctly.

TARGET

Choose one: mark the noun without help, mark the verb without help, name the clue word faster, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves my growth. Point to the noun, verb, and clue word you marked and explain how they helped you decide WHAT, WHY, or HOW.

I Can...	Not Yet	Getting It	I've Got It!
Circle the noun in red	☐	☐	☐
Box the verb in yellow	☐	☐	☐
Triangle the clue word in green	☐	☐	☐
Decide WHAT, WHY, or HOW	☐	☐	☐
Write my answer in a full sentence	☐	☐	☐

Day 5 - Writing Opportunity: Plan and Write an SCR

Use the Three Shapes to plan and write a short constructed response.

WRITING PROMPT

Why did the Pilgrims need to build shelters quickly?

CONNECTION TO THIS MODULE

This week you learned to mark a prompt with the Three Shapes and to name it WHAT, WHY, or HOW. Now you will use that same habit to plan and write a short constructed response.

SUCCESS CRITERIA

- My thesis (central idea) answers the prompt.
- I include one piece of evidence from the passage.
- I explain how the evidence answers the prompt.

STUDENT SUPPORT - Another Way to Show What You Know

Mark the prompt first (circle, box, triangle) before you plan your answer. You still choose the evidence and write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Short Constructed Response

Build meaning before you draft. No introduction and no conclusion - exactly three sentences.

1. MARK THE PROMPT

Noun (red circle): _____ Verb (yellow box): _____ Clue word (green triangle): _____ Type: _____

2. THESIS - My clear answer

3. EVIDENCE - One piece of proof from the text

4. EXPLANATION - How the evidence answers the prompt

STUDENT SUPPORT - Another Way to Show What You Know

Use the passage TRACKS Evidence Hunt page to find one strong piece of evidence. You choose the exact quote and explain why it proves your thesis.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Short Constructed Response - Draft Space

Write exactly three sentences: a thesis, one piece of evidence, and an explanation.

SUCCESS CHECK

- ☐ Thesis answers the prompt ☐ One exact quote as evidence
☐ Explanation tells what the evidence proves ☐ No introduction, no conclusion

[illegible]

Revise, Edit, and Share

Revision improves meaning. Editing checks conventions.

REVISE

Read your response aloud. Improve one sentence so it is clearer and more complete.

Before:

After:

EDIT

- ☐ Complete sentence / subject-verb agreement
 ☐ Singular noun
 ☐ Common noun
☐ High-frequency spelling
 ☐ Capitalization / punctuation

SHARE

Read your response to a partner. Your partner names the thesis, the evidence, and the explanation.

My partner said my thesis is:

STUDENT SUPPORT - Another Way to Show What You Know

Use an approved oral recording or read to a partner if public sharing is difficult. The feedback must still name the thesis, evidence, and explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

READY TO STRETCH? - Question Surgeons

Rebuild, diagnose, and transform prompts like a Question Surgeon.

THE SURGERY CHALLENGE

Examine the pieces of a question and rebuild it correctly so the reader knows exactly what type of thinking is required. Example result: Explain the reason settlers chose Plymouth.

DIAGNOSE

Circle the noun, box the verb, triangle the clue word in your rebuilt prompt, then name WHAT, WHY, or HOW.

TRANSFORM ONE PROMPT INTO ALL THREE TYPES

WHAT version:

WHY version:

HOW version:

EXPERT REFLECTION

Which type of question requires the most thinking? What makes a strong SCR prompt?

MOVE YOUR THINKING



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USE**



**Reflective
EXTEND**

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 1.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 1 CLOSING IDEA

I mark the main noun with a red circle, the verb with a yellow box, and the clue word with a green triangle, and then I decide whether the question is asking WHAT, WHY, or HOW before I begin to write.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 1.

OUR ESSENTIAL QUESTION

How do I know exactly what a prompt is asking before I write?

My Answer

I mark the noun with a red circle, the verb with a yellow box, and the clue word with a green triangle, then I decide if the prompt wants WHAT, WHY, or HOW before I write.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the shapes: The noun is ____, the verb is ____, and the clue word ____ tells me the prompt wants ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Writing Academy[®], LLC

CLUSTER 1



M O D U L E

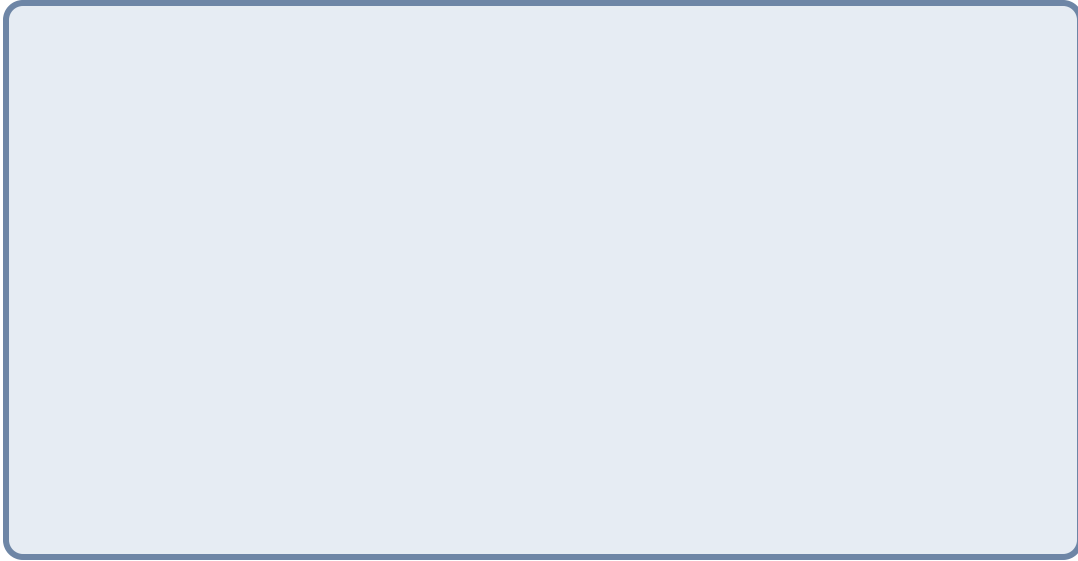


Writing a Thesis (Central Idea)

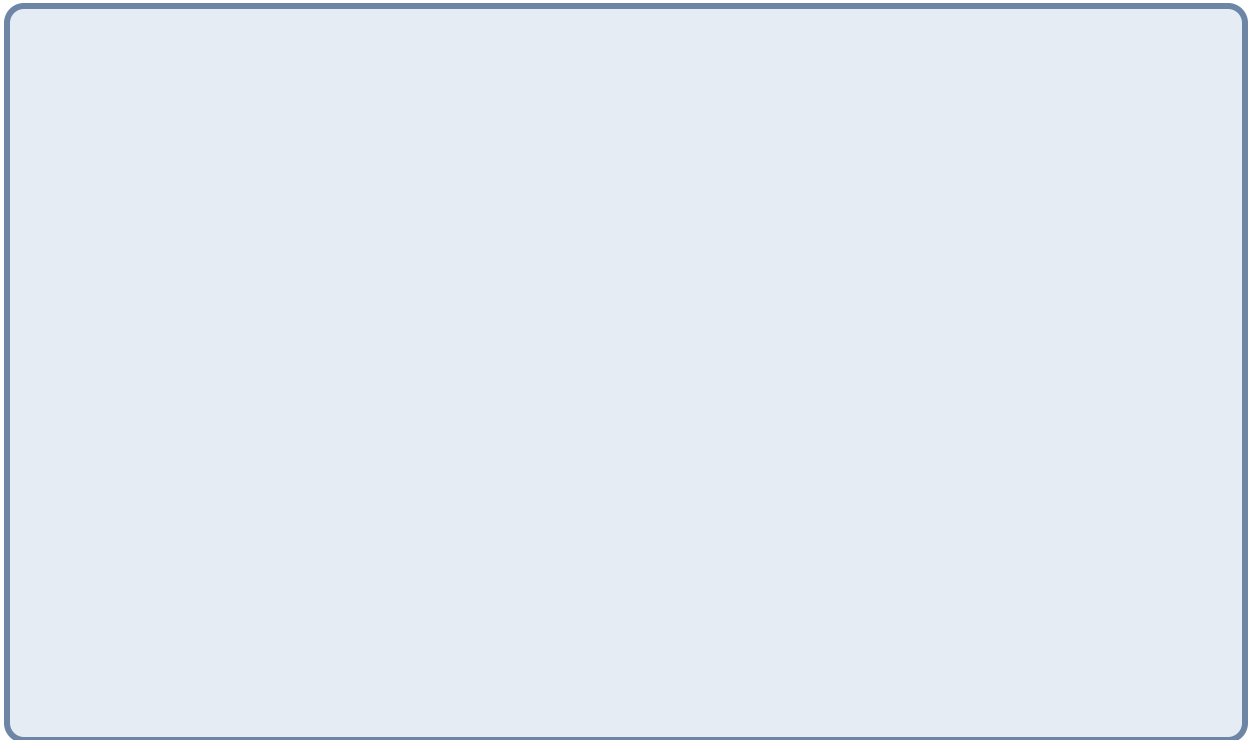
Reading the Prompt for WHAT, WHY, and HOW



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

A strong thesis (central idea) begins by reading the prompt for clues.

WHY THIS MODULE MATTERS

A strong short constructed response begins with a thesis (central idea) statement that directly answers the prompt. Students learn to pull the TOPIC and CHARGE from the prompt, supply an ANSWER from their reading, and match their sentence structure to the prompt type.

Essential Question

How do I write a thesis (central idea) that answers the prompt?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS and how a student can say the same standard.

TEKS 3.11A(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can plan my first draft for the right topic, purpose, and audience.

TEKS 3.12B(i) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

HOW I SAY THE STANDARD!

I can write a brief informational response with one clear central idea.

TEKS 3.12B(ii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using genre characteristics

HOW I SAY THE STANDARD!

I can use the parts readers expect in a short constructed response.

TEKS 3.12B(iii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using craft

HOW I SAY THE STANDARD!

I can use purposeful words and sentence choices in my response.

The Standards I Am Learning - Part 2

Read the official TEKS and how a student can say the same standard.

TEKS 3.11C(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my thesis (central idea) is clearer.

TEKS 3.11D(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my sentences are complete and my subject and verb agree.

TEKS 3.11D(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words

HOW I SAY THE STANDARD!

I can check the spelling of high-frequency words in my writing.

TEKS 3.7C - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 2(I) - Official Standard

monitor understanding of spoken language during classroom interactions and respond appropriately

HOW I SAY THE STANDARD!

I can check my own understanding and ask for help when I need it.

ELPS 3(D) - Official Standard

speak using content-area vocabulary in context

HOW I SAY THE STANDARD!

I can use module vocabulary when I speak about my thinking.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can get ready to read by thinking about what I already know.

ELPS 4(D) - Official Standard

write using a variety of grade-appropriate sentence lengths and types and connecting words

HOW I SAY THE STANDARD!

I can build a sentence that fits the job of my writing.

ELPS 4(F) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with evidence and a fitting style.

My Module 2 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

- name the Three Pieces to a Thesis (Central Idea): TOPIC, CHARGE, and ANSWER.
- tell which pieces come from the prompt and which piece comes from the writer.
- write a thesis (central idea) that fits the job of the prompt.
- explain to a partner why my thesis (central idea) structure fits the prompt type.

I WILL

- find the TOPIC and CHARGE in a prompt.
- think of an ANSWER from the passage.
- write a thesis (central idea) that answers a WHAT prompt with facts or details.
- write a thesis (central idea) that answers a WHY prompt with because and reasons.
- write a thesis (central idea) that answers a Relational HOW prompt with a preposition and connections.

LEARNING DESTINATION

I will write a thesis (central idea) statement that directly answers a short constructed response prompt by identifying the TOPIC, CHARGE, and ANSWER and matching the thesis (central idea) structure to WHAT, WHY, or Relational HOW.

MY LAUNCHPAD PROMISE

The thesis (central idea) move I will practice first is _____ because

My Module 2 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Find the TOPIC	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the CHARGE	a lot / a little / new	a lot / a little / new	a lot / a little / new
Build all three pieces	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match WHAT, WHY, or Relational HOW	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

build

Say it: BILD

What it means: to make something by putting parts together

Try the frame: The Pilgrims had to _____ homes before winter.

farming

Say it: FAR-ming

What it means: growing plants for food

Try the frame: The river supported _____.

harbor

Say it: HAR-ber

What it means: a safe place near land where ships can anchor

Try the frame: A _____ kept the ship safe.

land

Say it: LAND

What it means: the solid ground that is not covered by water

Try the frame: The Pilgrims found _____ for crops.

river

Say it: RIV-er

What it means: a long body of moving water that flows across the land

Try the frame: The Nile is a long _____.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

settlement

Say it: SET-uhl-ment

What it means: a place where people begin living in a new area

Try the frame: Plymouth became a ____.

soil

Say it: SOYL

What it means: the top layer of earth where plants grow

Try the frame: Rich ____ helped crops grow.

transportation

Say it: trans-por-TAY-shun

What it means: a way to travel or move goods

Try the frame: Boats gave people ____.

trees

Say it: TREEZ

What it means: tall plants with a trunk that give wood and shade

Try the frame: The Pilgrims used tall ____ to build their homes.

water

Say it: WAH-ter

What it means: the clear liquid people, plants, and animals need to live

Try the frame: The river gave people ____ to drink.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

answer

Say it: AN-ser

What it means: the writer's response to the charge

Try the frame: My _____ comes from my reading.

charge

Say it: CHARJ

What it means: the verb of importance from the prompt

Try the frame: The _____ tells what I need to answer.

complex sentence

Say it: kum-PLEKS SEN-tuhns

What it means: a sentence with a main part and a dependent part

Try the frame: A WHY thesis (central idea) can be a _____ with because.

connection

Say it: kuh-NEK-shun

What it means: a way ideas, people, or things are linked

Try the frame: Through can show a _____.

detail

Say it: dih-TAYL

What it means: a small fact that gives more information

Try the frame: A WHAT thesis (central idea) can include a _____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

evidence

Say it: EV-uh-duhns

What it means: a fact from the passage that supports your answer

Try the frame: I find _____ in the passage.

preposition

Say it: prep-uh-ZISH-uhn

What it means: a word that shows a relationship, such as through

Try the frame: Through is a _____.

prompt

Say it: PROMPT

What it means: the question or task you are asked to answer

Try the frame: First I read the _____.

reason

Say it: REE-zuhn

What it means: why something happened

Try the frame: A WHY thesis (central idea) gives a _____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

relational

Say it: ree-LAY-shuh-nuhl

What it means: showing how ideas, people, or things are connected

Try the frame: A _____ HOW prompt asks for connections.

response

Say it: rih-SPONS

What it means: the answer you write

Try the frame: My _____ must match the prompt.

short constructed response

Say it: short kun-STRUK-ted rih-SPONS

What it means: a brief written answer to a prompt

Try the frame: I write a _____ about the passage.

simple sentence

Say it: SIM-puhl SEN-tuhns

What it means: a complete sentence with one main idea

Try the frame: A WHAT thesis (central idea) can be a _____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

structure

Say it: STRUK-cher

What it means: the way a sentence is built

Try the frame: I match the sentence _____ to the prompt.

subordinating clause

Say it: suh-BOR-duh-nay-ting KLAUWZ

What it means: a part of a sentence that depends on another part, often starting with because

Try the frame: Because can begin a _____.

thesis (central idea)

Say it: THEE-sis

What it means: a sentence that directly answers the prompt

Try the frame: My _____ answers the prompt.

topic

Say it: TAH-pik

What it means: the noun of importance from the prompt

Try the frame: The _____ tells what the prompt is about.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

civilizations

Say it: siv-uh-luh-ZAY-shunz

What it means: large groups of people with shared ways of living and organized communities

Try the frame: The Nile helped one of the world's earliest _____ survive.

corn

Say it: korn

What it means: a crop the Pilgrims learned to grow in their new home

Try the frame: Native Americans taught the Pilgrims to grow _____.

crops

Say it: krahps

What it means: plants grown by farmers for food or other useful products

Try the frame: Farmers grew _____ in the rich soil.

fishermen

Say it: FISH-er-men

What it means: people whose job is catching fish

Try the frame: The _____ caught fish to feed their families.

Mayflower

Say it: MAY-flow-er

What it means: the ship that carried the Pilgrims across the ocean

Try the frame: The Pilgrims sailed on the _____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

merchants

Say it: MUR-chunts

What it means: people who buy, sell, or trade goods

Try the frame: The _____ moved goods between cities.

Native Americans

Say it: NAY-tiv uh-MAIR-ih-kunz

What it means: the first peoples who lived in North America

Try the frame: _____ helped the Pilgrims learn to grow crops.

New England

Say it: noo ING-glund

What it means: a region in the northeastern United States where Plymouth is located

Try the frame: Plymouth is located in _____.

trade

Say it: trayd

What it means: the exchange of goods between people or places

Try the frame: Boats helped grow _____ along the river.

transportation

Say it: trans-por-TAY-shun

What it means: the way people or goods move from place to place

Try the frame: The river provided _____ for people and goods.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word.
O - Discover	Discover its meaning as we learn.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Three Shapes: Cracking the SCR Question Code

Break the prompt into its parts before you build a thesis (central idea).

Shape	Marks	Meaning
Red Circle	The main noun	The topic or subject of the question.
Yellow Box	The verb	The action the question asks you to do.
Green Triangle	The clue word	The word that signals WHAT, WHY, or HOW.

WHAT / WHY / HOW THINKING CHART

Question Type	Thinking Clue	What the Answer Must Do
WHAT	Name it	Identify or describe information from the passage.
WHY	Give a reason	Explain a reason or cause, often using the word because.
HOW	Explain the ways	Explain a process, a method, or the way something happened.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the noun in red, box the verb in yellow, and triangle the clue word in green before you decide WHAT, WHY, or HOW.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Three Pieces to a Thesis (Central Idea)

The prompt is not something we copy - it is something we read for clues.

Piece	Means	Where It Comes From
TOPIC	the noun of importance	The prompt
CHARGE	the verb of importance	The prompt
ANSWER	the writer's response to the charge	The writer

SELF-CHECK

Can you point to all three pieces in your thesis (central idea)?

TOPIC + **CHARGE** + **ANSWER**

STUDENT SUPPORT - Another Way to Show What You Know

Point to TOPIC and CHARGE in the prompt before you add your ANSWER.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Thesis (Central Idea) Types: WHAT, WHY, Relational HOW

The prompt tells you how to begin.

Prompt Type	Thesis (Central Idea) Structure	What the Thesis (Central Idea) Must Do
WHAT	simple sentence	Give facts or details.
WHY	complex sentence with because	Give reasons.
Relational HOW	simple sentence with a preposition	Show ways or connections.

MODEL WHAT

Plymouth had fresh water, land for crops, tall trees, and a safe harbor that made it a good place to settle.

MODEL WHY

People lived near the Nile River because it provided water, food, rich soil, and transportation.

MODEL RELATIONAL HOW

Water connected life in both passages through survival, farming, and settlement.

STUDENT SUPPORT - Another Way to Show What You Know

Name the prompt type. You still choose the accurate ANSWER.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will write a thesis (central idea) statement that directly answers a short constructed response prompt by identifying the TOPIC, CHARGE, and ANSWER and matching the thesis (central idea) structure to WHAT, WHY, or Relational HOW.

SUCCESS CRITERIA

- The thesis (central idea) directly answers the prompt.
- The TOPIC and CHARGE match the prompt, and the ANSWER comes from the passages.
- A WHAT thesis (central idea) uses a simple sentence with facts or details.
- A WHY thesis (central idea) uses a complex sentence with because and reasons.
- A Relational HOW thesis (central idea) uses a simple sentence with a preposition and ways or connections.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can a writer build a thesis (central idea) statement that answers a WHAT, WHY, or Relational HOW short constructed response prompt?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The top-left corner of the paper is rounded. The paper appears to be a standard notebook page.

MOVE YOUR THINKING

Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know
Say your answer first, then write your own thinking.

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!
Complete the thinking without the support, then point to evidence and explain why your choice works.

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Pilgrims Chose Plymouth

Passage 1 — Medium Stamina • Nonfiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to time, place, resources, and reasons people settled.

[1] In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean. They wanted to find a place where they could live and practice their beliefs freely. The trip across the ocean was long and difficult. Storms rocked the ship, and many passengers became sick during the journey.

[2] The Pilgrims traveled on a ship called the Mayflower. The ship was crowded with men, women, and children. Families slept in small spaces below the deck. Food and water had to last for many weeks. Even though the trip was uncomfortable, the Pilgrims continued because they hoped to build a better life.

[3] After many weeks at sea, the travelers finally reached the coast of North America. Cold weather was beginning to spread across the land, so the Pilgrims knew they needed to find a place to settle quickly.

[4] Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and fires. There was also rich soil where crops could be planted.

[5] The harbor at Plymouth helped ships stay safe while supplies were unloaded. This made it easier for the settlers to move food, tools, and building supplies from the ship to the land.

The Pilgrims Chose Plymouth - Continued

Passage 1 — Medium Stamina • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

[6] Winter arrived soon after the Pilgrims settled. Snow and freezing temperatures covered the colony. Many families lived in small shelters while workers hurried to build stronger homes. Some settlers became sick because of the cold weather and lack of fresh food.

[7] The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children. Everyone had an important job. The settlers knew they needed to cooperate if they wanted the colony to survive.

[8] When spring arrived, Native Americans in the area helped the Pilgrims learn how to grow crops such as corn. The settlers also learned how to fish and hunt in the new environment.

[9] Slowly, Plymouth began to grow stronger. Families planted crops, repaired homes, and gathered supplies for the next winter. Over time, Plymouth became an important colony in New England.

[10] Today, people remember the Pilgrims because they worked hard to build one of the earliest English settlements in North America.

The Pilgrims Chose Plymouth - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1620"	It fits because _____
R ■ Reactions	"became sick"	It fits because _____
A ▲ Actions	"Storms rocked the ship"	It fits because _____
C ★ Character, Concept, Creature	"the Pilgrims"	It fits because _____
K ♦ Key Knowledge	"the Mayflower"	It fits because _____
S ▼ Scenery / Setting	"crowded with men, women, and children"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Life Along the Nile River

Passage 2 — Medium Stamina • Nonfiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to time, place, resources, and reasons people settled.

[1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals. Very few people lived far away from the Nile River because water was difficult to find.

[2] Running through the desert was the Nile River, a long river that flowed from south to north. Each year, the river would rise and spill over its banks. When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants.

[3] The yearly floods were very important to the people of ancient Egypt. Without the Nile River, farmers would not have been able to grow enough food. The rich soil near the river helped crops grow well during the farming season.

[4] Farmers planted crops such as wheat and barley in the soil left by the floodwaters. They also grew vegetables and fruits near the riverbanks. The Nile provided water for drinking, cooking, and farming.

[5] The river also supplied fish for people to eat. Many families depended on fishing to help feed the community. Farmers and fishermen worked hard each day to support their families.

Life Along the Nile River - Continued

Passage 2 — Medium Stamina • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

[6] Boats traveled up and down the Nile carrying people and goods. Some boats carried food while others carried stone, wood, and supplies. The river made travel easier because crossing the hot desert by foot was difficult.

[7] Villages, towns, and cities grew along the riverbanks. Most people in ancient Egypt lived close to the Nile because it provided water, food, and transportation.

[8] The Nile River also helped trade grow in ancient Egypt. Merchants used boats to move goods between cities. This helped communities exchange supplies and resources.

[9] Over time, the Nile became the center of daily life for the people of ancient Egypt. Farmers depended on the floods, fishermen depended on the water, and traders depended on the river for transportation.

[10] Today, people still remember how important the Nile River was to ancient Egypt. The river helped one of the world's earliest civilizations survive and grow.

Life Along the Nile River - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"Ancient Egypt"	It fits because _____
R ■ Reactions	"Boats traveled up and down the Nile"	It fits because _____
A ▲ Actions	"water was difficult to find"	It fits because _____
C ★ Character, Concept, Creature	"the Nile River"	It fits because _____
K ♦ Key Knowledge	"from south to north"	It fits because _____
S ▼ Scenery / Setting	"hot, dry desert"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence because _____. You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Mystery Door Prompt Sort

Listen for WHAT, WHY, or Relational HOW.

THE THREE MYSTERY DOORS

WHAT • WHY • RELATIONAL HOW

Listen to each prompt. Decide which door it belongs behind.

1. What resources made Plymouth a good place to settle?
2. Why did people live near the Nile River?
3. How did water connect life in both passages?

FRESH RECALL

Say the Three Pieces to a Thesis (Central Idea) from memory: TOPIC, CHARGE, ANSWER.

STUDENT SUPPORT - Another Way to Show What You Know

Point or move to the door sign you think matches, then say why.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL

Build from the three pieces.

WHAT

Prompt: What resources made Plymouth a good place to settle?

TOPIC: Plymouth / resources at Plymouth • CHARGE: made • ANSWER: fresh water, land for crops, tall trees, and a safe harbor.

Thesis (Central Idea): Plymouth had fresh water, land for crops, tall trees, and a safe harbor that made it a good place to settle.

WHY

Prompt: Why did people live near the Nile River?

TOPIC: people near the Nile River • CHARGE: lived • ANSWER: the river gave them water, food, rich soil, and transportation.

Thesis (Central Idea): People lived near the Nile River because it provided water, food, rich soil, and transportation.

RELATIONAL HOW

Prompt: How did water connect life in both passages?

TOPIC: water • CHARGE: connect • ANSWER: water helped people survive, grow food, and build communities.

Thesis (Central Idea): Water connected life in both passages through survival, farming, and settlement.

STUDENT SUPPORT - Another Way to Show What You Know

Box TOPIC, underline CHARGE, and point to ANSWER.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Spin, Build, and Move!

Build and explain before moving your marker.

HOW TO PLAY

1. Spin the spinner labeled WHAT / WHY / HOW.
2. Draw a prompt card that matches what you spun.
3. Identify the Three Pieces to a Thesis (Central Idea): TOPIC, CHARGE, ANSWER.
4. Build the correct kind of thesis (central idea) sentence.
5. If your thesis (central idea) is correct, move your marker forward one space.

QUICK CHECK

All three pieces? Exact prompt? Matching structure?

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number without cutting.
Complete the same thinking and recording.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Get Ready to Play

Choose cut cards or the numbered no-cut pathway.

SET UP

If you are cutting cards, cut only on the dashed lines. Keep each card together.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same complete thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

✂ CUT PAGE - Spin, Build, and Move! Prompt Cards (1-6)

Dashed lines mean CUT.

CARD 1 • WHAT

What resources made Plymouth a good place to settle?

CARD 2 • WHAT

What did the Nile River provide for ancient Egyptians?

CARD 3 • WHAT

What made Plymouth a safe harbour?

CARD 4 • WHAT

What important features were found at Plymouth?

CARD 5 • WHY

Why did the Pilgrims choose Plymouth?

CARD 6 • WHY

Why did towns and cities grow along the Nile River?

Spin, Build, and Move! - Card Backs (1-6)

Check only after the group commits.

WHAT

SPIN, BUILD, AND MOVE!

Prompt Card 2

TOPIC • CHARGE • ANSWER

WHAT

SPIN, BUILD, AND MOVE!

Prompt Card 1

TOPIC • CHARGE • ANSWER

WHAT

SPIN, BUILD, AND MOVE!

Prompt Card 4

TOPIC • CHARGE • ANSWER

WHAT

SPIN, BUILD, AND MOVE!

Prompt Card 3

TOPIC • CHARGE • ANSWER

WHY

SPIN, BUILD, AND MOVE!

Prompt Card 6

TOPIC • CHARGE • ANSWER

WHY

SPIN, BUILD, AND MOVE!

Prompt Card 5

TOPIC • CHARGE • ANSWER

✂ CUT PAGE - Spin, Build, and Move!

Prompt Cards (7-12)

Dashed lines mean CUT.

CARD 7 • WHY

Why did farmers use the Nile River?

CARD 8 • WHY

Why did the Pilgrims need to build shelters quickly?

CARD 9 • HOW

How did water support life in both passages?

CARD 10 • HOW

How did natural resources connect survival in both passages?

CARD 11 • HOW

How did the harbor help the Pilgrims' settlement?

CARD 12 • HOW

How did the Nile River connect farming and transportation?

Spin, Build, and Move! - Card Backs (7-12)

Check only after the group commits.

WHY

SPIN, BUILD, AND MOVE!

Prompt Card 8

TOPIC • CHARGE • ANSWER

WHY

SPIN, BUILD, AND MOVE!

Prompt Card 7

TOPIC • CHARGE • ANSWER

HOW

SPIN, BUILD, AND MOVE!

Prompt Card 10

TOPIC • CHARGE • ANSWER

HOW

SPIN, BUILD, AND MOVE!

Prompt Card 9

TOPIC • CHARGE • ANSWER

HOW

SPIN, BUILD, AND MOVE!

Prompt Card 12

TOPIC • CHARGE • ANSWER

HOW

SPIN, BUILD, AND MOVE!

Prompt Card 11

TOPIC • CHARGE • ANSWER

Spin, Build, and Move! - Recording

Save at least two strong theses (central ideas).

ROUND 1

Type: WHAT / WHY / HOW Card: ____

TOPIC:

CHARGE:

Thesis (Central Idea):

ROUND 2

Type: WHAT / WHY / HOW Card: ____

TOPIC:

CHARGE:

Thesis (Central Idea):

STUDENT SUPPORT - Another Way to Show What You Know

Say the three pieces aloud before recording.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

What are the Three Pieces to a Thesis (Central Idea)?

- What are the Three Pieces to a Thesis (Central Idea)?
- Which two pieces come from the prompt?
- Which piece comes from the writer?
- What kind of thesis (central idea) does a WHAT prompt need?
- Why does a WHY prompt often use the word because?
- What does a Relational HOW prompt ask us to show?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The prompt says _____. That reveals _____, so the thesis (central idea) needs _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Label It, Build It, Write It - WHAT

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

What made Plymouth a safe and useful place for settlement?

TOPIC:

CHARGE:

ANSWER:

MY WHAT THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece. You still choose the answer and build the sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Label It, Build It, Write It - WHY

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

Why did ancient Egyptians depend on the Nile River?

TOPIC:

CHARGE:

ANSWER:

MY WHY THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece. You still choose the answer and build the sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Label It, Build It, Write It - Relational HOW

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

How did land and water connect survival in both passages?

TOPIC:

CHARGE:

ANSWER:

MY RELATIONAL HOW THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece. You still choose the answer and build the sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Label It, Build It, Write It - WHY

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

Why did the Pilgrims begin building shelters quickly?

TOPIC:

CHARGE:

ANSWER:

MY WHY THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece. You still choose the answer and build the sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

Point to evidence in your own work.

CHOOSE

- Three-Piece Snap: snap three times and say "Topic. Charge. Answer."
- Marker Parade: hold up your marker and say "My thinking moved with purpose!"
- Notebook Brag Line: write one thing you did well today.
- Partner Praise: tell a partner what they were strong at.

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest thesis (central idea) before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Choose one source-based target.

- ☐ One part of writing a thesis (central idea) that I can do well is...
- ☐ One part I still want to practice is...
- ☐ One question I still have is...
- ☐ One kind of prompt I want to get even better at is...

MY TARGET

My next thesis (central idea) goal is

I chose it because

Ready to Stretch? Take Your Thinking Further!

Could one topic be answered with a WHAT, a WHY, and a HOW prompt? Explain.

Day 5 - EXPLAIN and EDUCATE Others

Teach the thesis (central idea) formula.

TURN AND TEACH FRAMES

"The Three Pieces to a Thesis (Central Idea) are _____, _____, and _____."

"A WHAT prompt needs a _____ sentence with _____."

"A WHY prompt needs a _____ sentence with _____."

"A Relational HOW prompt needs a _____ sentence with _____."

"An example from the passages is _____."

How I find TOPIC:

How I find CHARGE:

How I add ANSWER:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then explain in your own words to a partner.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Module 2 Conventions Check

Apply two checks before your exit ticket.

CHECK

1. Is my thesis (central idea) a complete simple sentence with subject-verb agreement?
2. Are my high-frequency words spelled correctly?

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Read your thesis (central idea) aloud and listen for a complete, correctly spelled sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Exit Ticket

Show what you learned this week.

PROMPT

How did water connect life in both passages?

TOPIC:

CHARGE:

ANSWER:

MY RELATIONAL HOW THESIS (CENTRAL IDEA):

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece before you write your complete thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Explain why TOPIC + CHARGE + ANSWER makes a strong beginning.

MY THINKING NOW

Answer the module question again.

How can a writer build a thesis (central idea) statement that answers a WHAT, WHY, or Relational HOW short constructed response prompt?

WHAT CHANGED?

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

Circle or underline the thesis (central idea) you built best. Write what you are proud of and name its TOPIC, CHARGE, and ANSWER.

TARGET

Choose one: find the CHARGE more carefully, use all three thesis pieces, match WHAT, WHY, or Relational HOW to the prompt, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves my growth. Explain how you found the TOPIC and CHARGE, added the ANSWER, and matched WHAT, WHY, or Relational HOW.

Day 5 - Writing Opportunity: Build a Thesis (Central Idea)

Build a thesis (central idea) and plan a focused informational response.

PROMPT

How did water connect life in both passages?

TOPIC:

CHARGE:

ANSWER:

MY THESIS (CENTRAL IDEA):

STUDENT SUPPORT - Another Way to Show What You Know

Mark TOPIC and CHARGE. You still choose ANSWER and build the thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Informational Response

Gather resource evidence and explain it.

RESOURCE DETAIL 1

WHAT IT SHOWS

RESOURCE DETAIL 2

WHAT IT SHOWS

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Informational Draft - Page 1

Begin with your thesis (central idea). Keep one clear central idea.

DRAFTING FOCUS

Use a clear thesis (central idea), accurate details from both passages, and a preposition to show connections.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the page.

Informational Draft - Page 2

Begin with your thesis (central idea). Keep one clear central idea.

DRAFTING FOCUS

Use a clear thesis (central idea), accurate details from both passages, and a preposition to show connections.

[illegible]

Revise, Edit, and Share

Improve structure and check conventions.

REVISE

- ☐ sentence structure fits the prompt

EDIT

- ☐ complete simple sentence ☐ subject-verb agreement ☐ spelling of high-frequency words

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read your thesis (central idea) aloud. You still choose the revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

READY TO STRETCH? - Prompt Architect Challenge

Design WHAT, WHY, and Relational HOW prompts and theses.

WHAT PROMPT + THESIS (CENTRAL IDEA)

WHY PROMPT + THESIS (CENTRAL IDEA)

RELATIONAL HOW PROMPT + THESIS (CENTRAL IDEA)

EXPLAIN WHY EACH STRUCTURE FITS ITS PROMPT TYPE

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

The writer finds the TOPIC and CHARGE in the prompt, thinks of an ANSWER from the passages, and matches the sentence type to the prompt: facts or details for WHAT, because and reasons for WHY, and a preposition with ways or connections for Relational HOW.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 2.

OUR ESSENTIAL QUESTION

How do I write a thesis (central idea) that answers the prompt?

My Answer

I find the TOPIC and the CHARGE in the prompt, think of my ANSWER from the passage, and match my sentence to the prompt - facts for WHAT, reasons for WHY, or a connection for HOW.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the prompt: The prompt is about ____ and wants me to ____, so my thesis is ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Writing Academy®, LLC

CLUSTER 1



M O D U L E

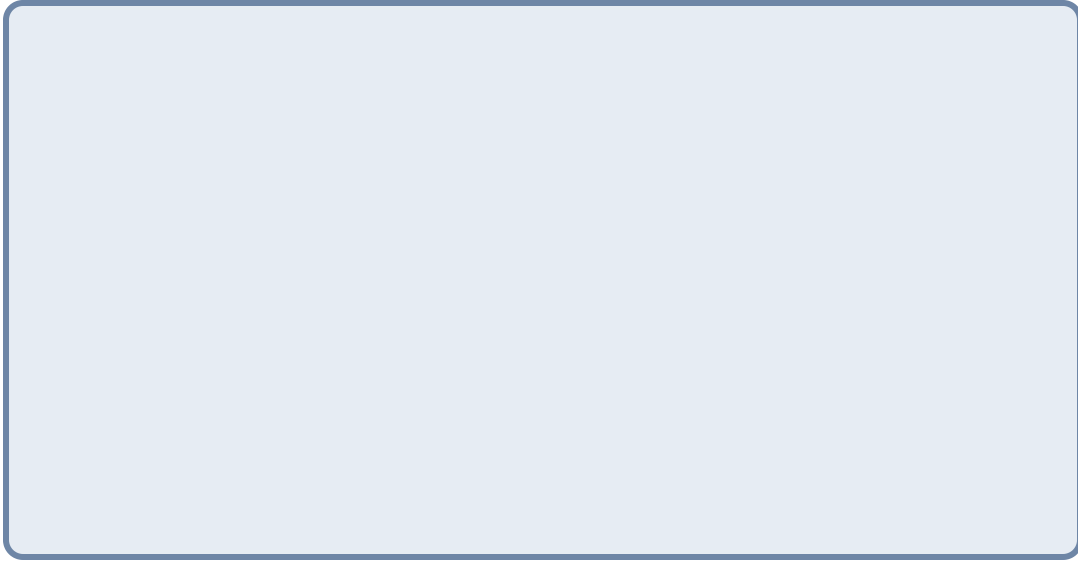


Understanding and Selecting Strong Evidence

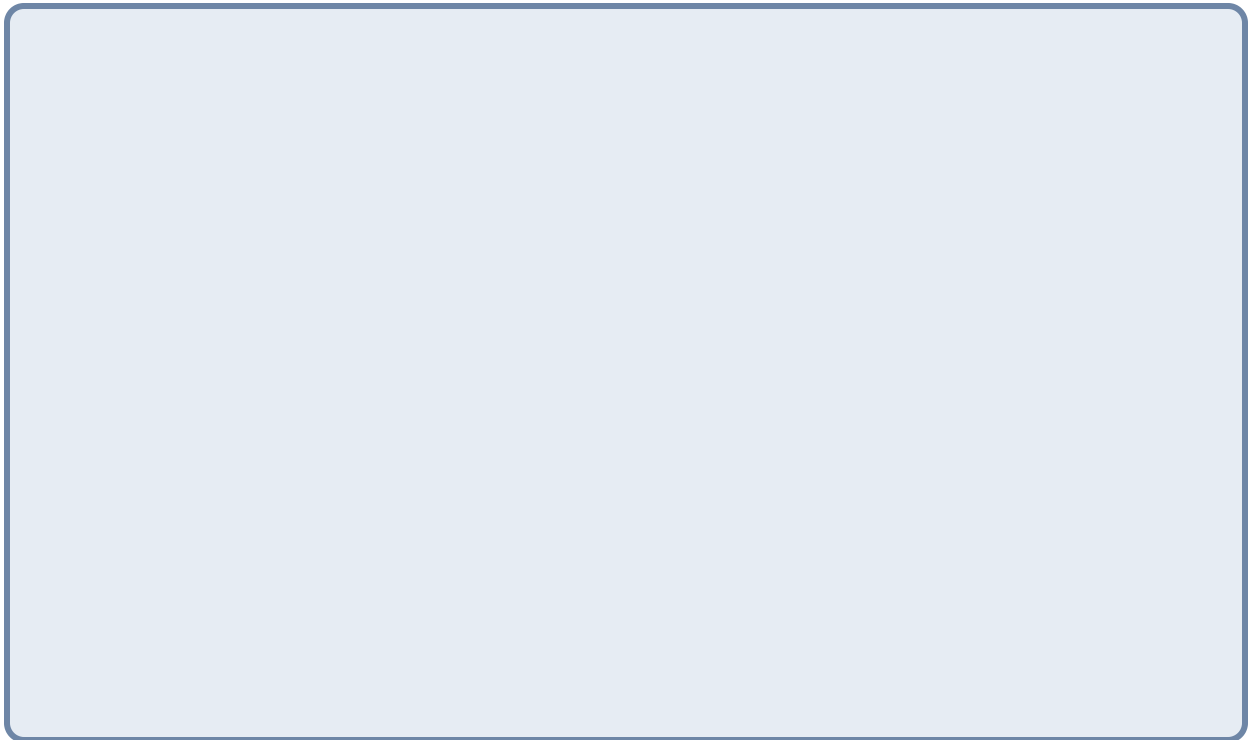
Evidence that Connects, Supports, and Infers



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

Evidence is proof from the passage that helps support an answer.

WHY THIS MODULE MATTERS

Students build on their thesis (central idea) work by learning that evidence is proof from the passage that supports an answer. They learn to select evidence with purpose, check it with the CSI HABIT, and introduce exact words from a passage with a signal marker and quotation marks.

Essential Question

How do I pick the strongest evidence to support my thesis (central idea)?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS and how a student can say the same standard.

TEKS 3.11A(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can plan my first draft for the right topic, purpose, and audience.

TEKS 3.11A(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion

HOW I SAY THE STANDARD!

I can build my draft with a clear beginning, connected ideas, and an ending.

TEKS 3.12B(i) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

HOW I SAY THE STANDARD!

I can write a short response with one clear central idea.

The Standards I Am Learning - Part 2

Read the official TEKS and how a student can say the same standard.

TEKS 3.12B(ii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using genre characteristics

HOW I SAY THE STANDARD!

I can use the parts readers expect in a short constructed response.

TEKS 3.12B(iii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using craft

HOW I SAY THE STANDARD!

I can choose evidence with purpose and introduce it clearly.

TEKS 3.11C(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise my sentence so it clearly introduces my evidence.

The Standards I Am Learning - Part 3

Read the official TEKS and how a student can say the same standard.

TEKS 3.11D(iv) - Official Standard

edit drafts using standard English conventions, including commas in compound and complex sentences and after introductory words, phrases, and clauses

HOW I SAY THE STANDARD!

I can use a comma after my signal marker.

TEKS 3.11D(x) - Official Standard

edit drafts using standard English conventions, including correct capitalization of proper nouns

HOW I SAY THE STANDARD!

I can check the capitalization in my quoted evidence.

TEKS 3.11D(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words

HOW I SAY THE STANDARD!

I can check the spelling in my evidence sentence.

TEKS 3.7C - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 1(C) - Official Standard

follow oral directions with accuracy

HOW I SAY THE STANDARD!

I can follow spoken directions carefully and accurately.

ELPS 2(E) - Official Standard

narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail each time.

ELPS 2(F) - Official Standard

restate, ask questions about, or respond to information during formal and informal classroom interactions

HOW I SAY THE STANDARD!

I can restate, question, or respond to what I hear.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can get ready to read by thinking about what I already know.

ELPS 4(F) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with evidence and a fitting style.

My Module 3 Learning Launchpad

Read the destination, then choose how you will show up for the work.

I CAN

- tell what evidence is and what evidence is not.
- use CSI to check whether evidence is strong.
- choose evidence that connects to the prompt and supports my thesis (central idea).
- use a signal marker before quoted evidence.
- use a comma and quotation marks correctly.

I WILL

- find proof from the passage.
- tell whether a statement is evidence, not evidence, strong evidence, or weak evidence.
- explain how evidence connects to the prompt and supports my thesis (central idea).
- write: Signal marker, "quoted evidence."

LEARNING DESTINATION

I will select strong evidence from a passage to support a thesis (central idea) statement by using the CSI HABIT and write quoted evidence using a signal marker, comma, and quotation marks.

MY LAUNCHPAD PROMISE

The evidence habit I will practice first is _____ because

My Module 3 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell evidence from opinion	a lot / a little / new	a lot / a little / new	a lot / a little / new
Run CSI on a quote	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose strong evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use a signal marker	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check comma and quotation marks	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

build

Say it: BILD

What it means: to make something by putting parts together

Try the frame: The Pilgrims had to _____ homes before winter.

detail

Say it: dih-TAYL

What it means: a small fact that gives more information

Try the frame: This _____ supports my thesis (central idea).

match

Say it: MACH

What it means: to fit or go together

Try the frame: My evidence must _____ my thesis (central idea).

proof

Say it: PROOF

What it means: something that shows an idea is true

Try the frame: The quote is _____ for my answer.

quote

Say it: KWOHT

What it means: exact words taken from a text

Try the frame: I put quotation marks around a _____.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

sentence

Say it: SEN-tuhns

What it means: a group of words that shares a complete thought

Try the frame: My evidence is a _____ from the passage.

strong

Say it: STRAWNG

What it means: helpful and clear

Try the frame: I choose _____ evidence.

water

Say it: WAH-ter

What it means: the clear liquid people, plants, and animals need to live

Try the frame: The river gave the people fresh _____ to drink.

weak

Say it: WEEK

What it means: not helpful enough for the job

Try the frame: This is _____ evidence for my thesis (central idea).

words

Say it: WURDZ

What it means: letters put together to make meaning

Try the frame: I use the exact _____ from the passage.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

connect

Say it: kuh-NEKT

What it means: to fit with or relate to

Try the frame: Strong evidence must _____ to the prompt.

evidence

Say it: EV-uh-duhns

What it means: proof from the passage that helps support an answer

Try the frame: My _____ comes from the text.

inference

Say it: IN-fer-uhns

What it means: an idea figured out from clues in the text

Try the frame: The evidence helps me make an _____.

prompt

Say it: PROMPT

What it means: the question or task you are asked to answer

Try the frame: My evidence connects to the _____.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

punctuation

Say it: punk-choo-AY-shun

What it means: marks that help readers understand writing

Try the frame: I use correct _____ around a quote.

quote

Say it: KWOHT

What it means: to use the exact words from a text

Try the frame: I can _____ a sentence correctly.

quoted evidence

Say it: KWOH-ted EV-uh-duhns

What it means: exact words from the text used as proof

Try the frame: I use _____ to support my answer.

relevant

Say it: REL-uh-vunt

What it means: closely connected to the topic or prompt

Try the frame: I choose _____ evidence.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

signal marker

Say it: SIG-nuhl MAR-ker

What it means: words that introduce quoted evidence

Try the frame: The text states, is a ____.

strong evidence

Say it: STRAWNG EV-uh-duhns

What it means: text proof that connects, supports, and helps infer

Try the frame: I use CSI to choose ____.

support

Say it: suh-PORT

What it means: to give proof that helps an idea

Try the frame: My quote will ____ my thesis (central idea).

thesis (central idea)

Say it: THEE-sis

What it means: a sentence that directly answers the prompt

Try the frame: My evidence supports my ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

fertile

Say it: FUR-tl

What it means: able to grow many healthy plants well

Try the frame: The Nile left behind _____ soil after the floods.

harvest season

Say it: HAR-vist SEE-zun

What it means: the time of year when farmers gather ripe crops

Try the frame: Farmers gathered their crops during the _____.

historians

Say it: his-TOR-ee-unz

What it means: people who study and write about the past

Try the frame: Today, _____ study the Nile River to understand its importance.

natural resources

Say it: NATCH-er-ul ree-SOR-siz

What it means: useful things found in nature, such as forests or water

Try the frame: Forests, water, and soil are _____ that helped the colony survive.

passengers

Say it: PASS-en-jerz

What it means: people traveling in a vehicle or ship who are not the crew

Try the frame: The Mayflower carried more than one hundred _____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

sailors

Say it: SAY-lerz

What it means: people who work or travel on boats and ships

Try the frame: Some people in ancient Egypt worked as fishermen, merchants, or _____.

seasick

Say it: SEE-sik

What it means: feeling sick because a boat is moving on the water

Try the frame: Many passengers became _____ during the storm.

squash

Say it: skwahsh

What it means: a plant with a vegetable that the Pilgrims grew for food

Try the frame: The Pilgrims planted corn, beans, and _____.

survival skills

Say it: ser-VY-vul skils

What it means: abilities that help people stay alive in a difficult place

Try the frame: Native Americans taught the Pilgrims important _____.

voyage

Say it: VOY-ij

What it means: a long trip by ship or boat

Try the frame: The Pilgrims' _____ across the ocean lasted many weeks.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word as you read.
O - Discover	Discover its meaning as we learn through reading and discussion.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Three Shapes: Cracking the SCR Question Code

Break the prompt into its parts before you choose evidence.

Shape	Marks	Meaning
Red Circle	The main noun	The topic or subject of the question.
Yellow Box	The verb	The action the question is asking you to do.
Green Triangle	The clue word	The word that signals WHAT, WHY, or HOW.

TEACHER SCRIPT

First we circle the main noun in red. Next we box the verb in yellow. Then we triangle the clue word in green. Finally we ask: is this question a WHAT, a WHY, or a HOW?

STUDENT SUPPORT - Another Way to Show What You Know

Circle the noun in red, box the verb in yellow, and triangle the clue word in green before you choose your evidence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

What Counts as Evidence?

Evidence is proof from the passage - not an opinion, a random detail, or a copied sentence with no purpose.

EVIDENCE IS

- words or ideas from the passage.
- proof that helps support a thesis (central idea).
- a detail that matches the prompt.

EVIDENCE IS NOT

- your opinion alone.
- a random detail from the text.
- a copied sentence with no purpose.

EXAMPLE

Prompt: Why did the Pilgrims choose Plymouth?

Evidence: The text states, "There was also fresh water and land where crops could be planted."

Not evidence: The Pilgrims were smart to move there.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the text words. Ask: is this proof from the passage, or is it someone's opinion?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The CSI HABIT for Strong Evidence

If evidence does not connect, support, or help you infer, it is probably weak evidence.

Letter	Meaning	Question to Ask
C - Connects	The evidence connects to the prompt.	Does this evidence match the question?
S - Supports	The evidence supports my thesis (central idea) statement.	Does this evidence prove my answer?
I - Infers	The evidence helps me infer additional ideas.	What else can I understand from this evidence?

QUOTED EVIDENCE PATTERN

Signal marker, "quoted evidence."

The signal marker comes first. A comma follows the signal marker. Quotation marks go around the exact words from the passage.

SIGNAL MARKERS

The text states, The author says, The passage explains, The text shows, The author describes,

STUDENT SUPPORT - Another Way to Show What You Know

Answer one CSI question at a time. You still choose the quote and decide whether all three answers are strong.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will select strong evidence from a passage to support a thesis (central idea) statement by using the CSI HABIT and write quoted evidence using a signal marker, comma, and quotation marks.

SUCCESS CRITERIA

- My evidence comes from the passage, not my opinion.
- My evidence connects to the prompt and supports my thesis (central idea).
- My evidence helps me infer an additional idea.
- I introduce quoted evidence with a signal marker and comma.
- I put quotation marks around the exact words from the passage.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer this question again near the end.

How can a writer choose and cite the strongest evidence from a passage to support a thesis (central idea)?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and straight edges on the right and bottom. There is no handwriting or other markings on the paper.

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent
CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A quote is strong enough when _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Pilgrims Chose Plymouth

Passage 1 — High Stamina • Nonfiction • Part 1 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask which words could pass CSI for a thesis (central idea).

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[1] In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean searching for a place where they could live and practice their beliefs freely. They left England because they wanted more freedom. The Pilgrims hoped to build a safe community where families could live according to their own beliefs.

[2] The Pilgrims traveled on a ship called the Mayflower. The voyage lasted for many weeks. The ship carried more than one hundred passengers, including men, women, and children. The ship was crowded, and families had very little space.

[3] During the trip, storms caused huge waves to crash against the ship. Strong winds pushed the Mayflower off course several times. Many passengers became seasick because the ship rocked back and forth on the rough water.

[4] Life on the ship was not easy. Most passengers stayed below deck for long periods of time. Meals were simple and included dried meat, bread, beans, and cheese. The travelers had to protect their food and water because they did not know how long the trip would last.

[5] After many weeks at sea, the Pilgrims finally reached the coast of North America. Winter was beginning, so the settlers needed to find a place to live quickly.

[6] Small groups explored the land looking for fresh water, forests, and safe harbors. Eventually, they found an area called Plymouth. Nearby forests provided wood for homes, fires, and tools. The land also had rich soil where crops could be planted.

The Pilgrims Chose Plymouth - Continued

2

Passage 1 — High Stamina • Nonfiction • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[7] The harbor at Plymouth made it possible for ships to anchor safely. Settlers unloaded tools, food, and supplies from the Mayflower. These supplies helped the colony survive during the first months.

[8] Winter in Plymouth was harsh. Snow and freezing temperatures covered the land. Many settlers still lived on the Mayflower while homes were being built.

[9] Workers spent long days cutting trees and building shelters. Some people gathered firewood while others cooked meals or cared for children. Everyone in the colony had responsibilities.

[10] Many Pilgrims became sick during the winter because of the cold weather and lack of fresh food. Some families lost loved ones during this difficult time. Even during hardships, the settlers continued helping one another.

[11] When spring arrived, the environment became easier to manage. Native Americans in the area helped the Pilgrims learn important survival skills. The settlers learned how to grow corn in the local soil and where to fish and hunt.

[12] The Pilgrims planted crops such as corn, beans, and squash. Families worked together in the fields during planting season. As crops began to grow, the colony slowly became stronger.

The Pilgrims Chose Plymouth - Continued

3

Passage 1 — High Stamina • Nonfiction • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[13] Boats traveled along the coast carrying people and goods between settlements. More settlers arrived from England hoping to begin new lives in North America.

[14] Over time, Plymouth grew into an important colony. New homes, farms, and buildings were constructed. Families worked hard every day to improve the community.

[15] The natural environment played an important role in the colony's success. Forests provided wood. Rivers and harbors supported travel and trade. Fertile soil helped farmers grow crops.

[16] Today, Plymouth is remembered as one of the earliest English colonies in North America. The Pilgrims' story shows how teamwork, determination, and natural resources helped settlers survive in a new environment.

The Pilgrims Chose Plymouth - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1620"	It fits because _____
R ■ Reactions	"became seasick"	It fits because _____
A ▲ Actions	"left England"	It fits because _____
C ★ Character, Concept, Creature	"The Pilgrims"	It fits because _____
K ♦ Key Knowledge	"the Mayflower"	It fits because _____
S ▼ Scenery / Setting	"Strong winds"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Life Along the Nile River

Passage 2 — High Stamina • Nonfiction • Part 1 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask which words could pass CSI for a thesis (central idea).

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals. Because of this, most people settled close to the Nile River.

[2] The Nile River was one of the most important rivers in the ancient world. It flowed through the desert from south to north. Each year, the river would rise and flood nearby land.

[3] When the floodwaters went back down, they left behind dark, rich soil. This soil was good for growing plants and crops. Without the floods, farming would have been much harder in ancient Egypt.

[4] The yearly flooding followed a pattern. Ancient Egyptians learned when the floods would arrive and planned their farming around the river. Farmers waited for the floodwaters to go down before planting seeds.

[5] Farmers planted crops such as wheat and barley in the rich soil near the riverbanks. They also grew vegetables and fruits. The Nile provided water for drinking, cooking, and farming.

[6] The river also supplied fish for people to eat. Fishing became an important part of life in ancient Egypt. Many families depended on fish and crops for food.

Life Along the Nile River - Continued 2

Passage 2 — High Stamina • Nonfiction • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[7] Farmers worked hard throughout the year. They planted seeds, cared for crops, and gathered food during harvest season. Rich soil near the Nile helped crops grow better than crops in the dry desert.

[8] The Nile River also helped people travel from place to place. Boats moved up and down the river carrying people and goods. Some boats carried food while others transported wood, stone, or tools.

[9] Travel by boat was often easier than traveling across the desert. The river connected villages, towns, and cities throughout ancient Egypt.

[10] Trade grew because of the Nile River. Merchants exchanged goods between communities. Cities near the river became busy centers of trade and business.

[11] Many people in ancient Egypt lived close to the riverbanks. Villages and towns were built near the Nile because families depended on water and farmland.

[12] The Nile also influenced jobs in ancient Egypt. Some people became farmers while others worked as fishermen, merchants, builders, or sailors.

Life Along the Nile River - Continued 3

Passage 2 — High Stamina • Nonfiction • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[13] The river provided important natural resources for the civilization. Water helped crops grow, fish provided food, and transportation helped trade develop.

[14] Ancient Egyptians respected the Nile because they understood how important it was to survival. Without the river, living in the desert would have been much more difficult.

[15] The environment shaped daily life in ancient Egypt. Farmers depended on floodwaters, merchants depended on boats, and families depended on the river for water and food.

[16] Over time, large cities grew along the Nile River. Temples, homes, markets, and farms appeared throughout the region. The civilization became stronger because the Nile supported farming and trade.

[17] Today, historians study the Nile River to understand how geography influenced ancient civilizations. The river helped ancient Egypt become one of the world's earliest and most successful civilizations.

Life Along the Nile River - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain why each clue fits its TRACKS category.

TRACKS	Exact Evidence	Why It Fits
T • Time	"Ancient Egypt"	It fits because _____
R ■ Reactions	"Trade grew"	It fits because _____
A ▲ Actions	"rise and flood nearby land"	It fits because _____
C ★ Character, Concept, Creature	"The Nile River"	It fits because _____
K ♦ Key Knowledge	"one of the most important rivers in the ancient world"	It fits because _____
S ▼ Scenery / Setting	"hot, dry desert"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

Point to the TRACKS chart and use this frame: This is ____ evidence because ____.
You still choose the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Evidence Detective Freeze

Freeze with quote fingers for evidence. Cross your arms if it is not evidence.

LISTEN FOR EACH STATEMENT

1. "There was also fresh water and land where crops could be planted."
2. "I think the Pilgrims were probably happy."
3. "The river also provided fish to eat and water for drinking and farming."
4. "The Nile River was the best river ever."

EVIDENCE CHANT

Hey! Hey! Hey! Evidence is on the way!

STUDENT SUPPORT - Another Way to Show What You Know

Show quote fingers for evidence or cross your arms for not evidence after hearing each statement.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: Evidence Is / Is Not

Strong writers prove what they say with evidence.

EVIDENCE IS

- words or ideas from the passage
- proof that helps support a thesis (central idea)
- a detail that matches the prompt

EVIDENCE IS NOT

- your opinion alone
- a random detail from the text
- a copied sentence with no purpose

MODELED CSI CHECK

Thesis (Central Idea): The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

Evidence: The text states, "There was also fresh water and land where crops could be planted."

Connects? Yes. Supports? Yes. Infers? Yes. Strong evidence!

STUDENT SUPPORT - Another Way to Show What You Know

Point to the exact words from the passage.
Then run CSI aloud.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support,
then point to evidence and explain why your
choice works.

Day 1 - Signal Markers and Quoted Evidence

Announce your evidence clearly before you quote it.

SIGNAL MARKERS

The text states, The author says, The passage explains, The text shows, The author describes,

THE PATTERN

Signal marker, "quoted evidence."

The signal marker comes first. A comma follows it. Quotation marks go around the exact words.

EXAMPLE

The passage explains, "The river also provided fish to eat and water for drinking and farming."

STUDENT SUPPORT - Another Way to Show What You Know

Point to the comma and the quotation marks in the example. Then try building your own.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

CSI Evidence Quest - How to Play

Choose your game marker, then spin, draw, decide, and defend.

HOW TO PLAY

1. Spin the spinner labeled Evidence / Not Evidence / Strong / Weak.
2. Draw an evidence card.
3. Decide if the card shows Evidence, Not Evidence, Strong Evidence, or Weak Evidence.
4. If needed, match it to a Thesis (Central Idea) Card.
5. Explain your thinking using CSI. If your group is correct, record your point.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. Sort first; check the card back second.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number on a recording sheet instead of cutting. You still run CSI and defend the same decision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

CSI Evidence Quest - Thesis (Central Idea) Cards

Keep this reference page uncut. Match evidence cards to these three theses.

THESIS CARD 1

The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

THESIS CARD 2

Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation.

THESIS CARD 3

Water connected life in both passages through survival, farming, and settlement.

STUDENT SUPPORT - Another Way to Show What You Know

Read all three theses before you sort.
Some evidence cards match more than one.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

CUT PAGE - CSI Evidence Quest Cards (1-4)

Cut only on the dashed lines.

CARD 1

The text states, “There was also fresh water and land where crops could be planted.”

Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

CARD 2

The passage explains, “The river also provided fish to eat and water for drinking and farming.”

Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

CARD 3

The author says, “The harbor made it possible for their ship to anchor safely.”

Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

CARD 4

I think the Pilgrims were brave.

Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

Card Backs - CSI Evidence Quest Cards (1-4)

Check only after your group decides.

Evidence • Strong

CSI EVIDENCE QUEST

Card 2

Matches the Nile thesis (central idea).

Evidence • Strong

CSI EVIDENCE QUEST

Card 1

Matches the Pilgrims thesis (central idea): connects, supports, and helps infer why Plymouth was useful.

Not Evidence

CSI EVIDENCE QUEST

Card 4

Opinion, not text proof.

Evidence • Strong

CSI EVIDENCE QUEST

Card 3

Matches the Pilgrims thesis (central idea).

CUT PAGE - CSI Evidence Quest Cards (5-8)

Cut only on the dashed lines.

CARD 5

The text states, “Ancient Egypt was mostly covered by hot, dry desert.”

Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

CARD 6

The passage explains, “When the water went back down, it left behind dark, rich soil that was good for growing plants.”

Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

CARD 7

Plymouth was probably the best place ever.

Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

CARD 8

The author describes, “Boats traveled up and down the Nile carrying people and goods.”

Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

Card Backs - CSI Evidence Quest Cards (5-8)

Check only after your group decides.

Evidence • Strong

CSI EVIDENCE QUEST

Card 6

Matches the Nile thesis (central idea).

Evidence • Weak to Medium

CSI EVIDENCE QUEST

Card 5

Gives background for the Nile thesis (central idea), but does not directly show what the Nile provided.

Evidence • Strong

CSI EVIDENCE QUEST

Card 8

Matches the Nile thesis (central idea).

Not Evidence

CSI EVIDENCE QUEST

Card 7

Opinion, not text proof.

✂ CUT PAGE - CSI Evidence Quest Cards (9-10)

Cut only on the dashed lines.

CARD 9

The text states, “Winter was coming, and the Pilgrims needed to begin building shelters quickly.”
Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

CARD 10

I like learning about rivers.
Decide: Evidence or Not Evidence? If evidence, Strong or Weak? Match it to a Thesis Card.

Card Backs - CSI Evidence Quest Cards (9-10)

Check only after your group decides.

Not Evidence

CSI EVIDENCE QUEST

Card 10

Personal opinion, not text proof.

Evidence • Strong / Weak

CSI EVIDENCE QUEST

Card 9

Strong for a shelters thesis (central idea); weak for a Plymouth-resources thesis (central idea).

CSI Evidence Quest - My Recording Sheet

Record a decision and defend it with all three CSI questions.

Card	Evidence?	Strong / Weak	Connect	Support	Infer
1					
2					
3					

ONE STRONG QUOTE

The quote "_____" is strong because it connects to ____, supports ____, and helps me infer ____.

STUDENT SUPPORT - Another Way to Show What You Know

Say each answer aloud before recording. If one CSI answer is weak, name it precisely.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

Evidence is more than copying words. Evidence has a job to do.

DISCUSSION QUESTIONS

1. What is evidence? What is not evidence?
2. What makes evidence strong? What makes it weak?
3. How does the CSI HABIT help us check evidence?
4. Why do we need signal markers? Why do quotation marks matter?
5. How can the same quoted sentence be strong for one thesis (central idea) and weak for another?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: A quote is not strong just because it came from the passage; it must connect, support, and help me infer.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - USE: Choose and Write Strong Evidence

Choose the best quoted evidence for this thesis (central idea) and write it correctly.

THESIS (CENTRAL IDEA)

The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

MY CSI PLAN

Quote I choose:

Connects because:

Supports because:

Helps me infer:

STUDENT SUPPORT - Another Way to Show What You Know

Reread the passage and copy exact words. You decide which quote proves the thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Strong Evidence Sentence - Pilgrims

Announce the evidence with a signal marker, a comma, and quotation marks.

SUCCESS CHECK

- ☐ Exact words ☐ Signal marker ☐ Comma
☐ Quotation marks ☐ Connect ☐ Support ☐ Infer

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 3 - USE: Judge the Evidence

Decide whether this evidence is strong or weak for the thesis (central idea) below.

THESIS (CENTRAL IDEA)

Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation.

EVIDENCE TO JUDGE

The text states, "Ancient Egypt was mostly covered by hot, dry desert."

MY CSI JUDGMENT

Connects? _____ Supports? _____ Infers? _____

My decision: Strong / Weak (circle one)

I think this because

STUDENT SUPPORT - Another Way to Show What You Know

Test each CSI question one at a time. You still decide whether the evidence is strong or weak.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Module 3 Evidence-Sentence Sweep

Check the evidence sentence you already wrote.

COPY ONE EVIDENCE SENTENCE

MARK AND CHECK

1. Confirm the signal marker has a comma after it.
2. Confirm quotation marks go around the exact words.
3. Check the capitalization of proper nouns.
4. Check high-frequency spelling.
5. Match every quoted word to the passage.

IF I FOUND SOMETHING TO FIX

Write the corrected evidence sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the signal marker, comma, quotation marks, and quoted words with a partner. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

An award counts when you point to evidence in your own work.

CHOOSE AN EVIDENCE-BASED AWARD

- Evidence Chant Celebration - "Hey! Hey! Hey! Evidence is on the way!"
- CSI Air Tap - tap three fingers and say, "Connect! Support! Infer!"
- Notebook Glow Line - one thing I did well with evidence today.
- Partner Praise - you chose strong evidence when you ____.

MY AWARD

I award myself the _____ Award because I

My evidence is on page _____. The exact words that prove it are

STUDENT SUPPORT - Another Way to Show What You Know

Choose one award and point to proof before writing. Rehearse: I award this because my words ____ show ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

A useful target names the precise evidence habit you will practice.

CHOOSE ONE TARGET

- ☐ Use a comma after my signal marker ☐ Use quotation marks correctly
☐ Check CSI before I use a quote ☐ Make sure the quote proves the thesis (central idea)

BUILD A PRECISE TARGET

My next evidence goal is _____ because

One question I still have about quoting evidence is

I will know I improved when

STUDENT SUPPORT - Another Way to Show What You Know

Use the four target choices as a starting point. You still explain why the chosen target fits your work.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - EXPLAIN and EDUCATE Others

Teaching it out loud in your own words is how you prove you truly own it.

TURN AND TEACH FRAMES

"Evidence is _____."

"Evidence is not _____."

"Strong evidence connects to _____."

"Strong evidence supports _____."

"A signal marker helps by _____."

"One example from the passages is _____."

MY TEACHING CARD

Evidence means:

My quote:

My CSI explanation:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner. Teach in your own words, then use the frame only if you need it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Module 3 Conventions Check

Apply two checks before your exit ticket.

CHECK

1. Does my signal marker have a comma right after it?
2. Do my quotation marks go around the exact words from the passage?

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Read your evidence sentence aloud and listen for the comma and the quotation marks.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Exit Ticket

Show what you learned this week.

THESIS (CENTRAL IDEA)

The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

WRITE ONE STRONG QUOTED-EVIDENCE SENTENCE

WHICH CSI PARTS MAKE IT STRONG?

Day 5 - Tiny Tracks

Teach it, then name the proof that your explanation was clear.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



**Foundational
RECALL**



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CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without using the frame, explain why a sentence from the passage can still be weak evidence.

MY THINKING NOW

Answer the module question again. Then compare it with your first thinking.

How can a writer choose and cite the strongest evidence from a passage to support a thesis (central idea)?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
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CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Highlight your favorite strong quote. Write what you are proud of and finish: This quote is strong evidence because ____.

TARGET

Choose one: use quotation marks correctly, use CSI before quoting, choose a shorter meaningful quote, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves my growth. Tell what evidence is, explain Connects, Supports, and Infers, and share the quote that best proves it is strong.

I Can...	Not Yet	Getting It	I've Got It!
Tell what evidence is	☐	☐	☐
Tell what evidence is not	☐	☐	☐
Choose evidence that connects to the prompt	☐	☐	☐
Choose evidence that supports my thesis (central idea)	☐	☐	☐
Use CSI to tell whether evidence is strong	☐	☐	☐
Use a signal marker before a quote	☐	☐	☐
Use a comma and quotation marks correctly	☐	☐	☐

Day 5 - Writing Opportunity: Add Strong Evidence

Thesis (Central Idea) + Evidence Builder.

WRITING PROMPT

Why did the Pilgrims choose Plymouth?

SUCCESS CRITERIA

- My evidence comes from the passage.
- My evidence connects to the prompt and supports my thesis (central idea).
- I use a signal marker before the quote.
- I use a comma and quotation marks correctly.

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt and thesis (central idea) first. Then choose your evidence on purpose.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Plan My Evidence Response

Find, test, announce, and connect before you draft.

1. FIND - Exact words from the passage that Connect to the prompt

2. TEST - Supports my thesis (central idea)?

3. TEST - Helps me Infer additional ideas?

4. ANNOUNCE - My signal marker, comma, and quotation marks

STUDENT SUPPORT - Another Way to Show What You Know

Use the CSI HABIT page and the passage TRACKS hunt. You choose the exact quote.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Additional Evidence Draft - Page 1

Keep the thesis (central idea) and evidence connected.

CSI CHECK

After your quote, ask: Does it connect to the prompt, support the thesis (central idea), and help me infer something meaningful?

[illegible]

Additional Evidence Draft - Page 2

Continue only if you need more space. Stronger does not mean longer.

QUOTATION CHECK

Signal marker • comma • opening quotation mark • exact words • closing quotation mark

[illegible]

Revise, Edit, and Share

Strengthen the evidence sentence, check conventions, then explain one decision.

REVISE

Read your evidence sentence aloud. Check that your selected quote clearly supports the thesis (central idea).

EDIT

- ☐ Comma after signal marker ☐ Quotation marks around exact words
- ☐ Capitalization of proper nouns ☐ High-frequency spelling

SHARE

Read your thesis (central idea) and evidence sentence to a partner. Your partner names the CSI parts that make it strong.

READY TO STRETCH? - Evidence Ladder Challenge

Build from a thesis (central idea) to two pieces of evidence, then explain which is stronger.

CHOOSE ONE THESIS (CENTRAL IDEA)

- The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.
- Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation.
- Water connected life in both passages through survival, farming, and settlement.

SAMPLE ENRICHMENT RESPONSE

Thesis (Central Idea): Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation.

Evidence 1: The passage explains, "The river also provided fish to eat and water for drinking and farming."

Evidence 2: The author describes, "Boats traveled up and down the Nile carrying people and goods."

Explanation: Evidence 1 is strongest because it directly supports water, food, and farming. Evidence 2 is also strong because it supports transportation. Together, they help me infer that the Nile was central to daily life.

Portfolio Evidence + Closing Reflection

Choose the pages that best show what your thinking did during Module 3.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 3 CLOSING IDEA

I find the TOPIC and CHARGE in the prompt, think of an ANSWER from the passages, and select quoted evidence that connects to the prompt, supports my thesis (central idea), and helps me infer additional ideas.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 3.

OUR ESSENTIAL QUESTION

How do I pick the strongest evidence to support my thesis (central idea)?

My Answer

I choose quoted evidence that connects to the prompt, supports my thesis (central idea), and helps me infer more - not just any detail I find in the passage.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the text: My strongest evidence is ____ because it connects to ____ and supports ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

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CLUSTER 1



M O D U L E

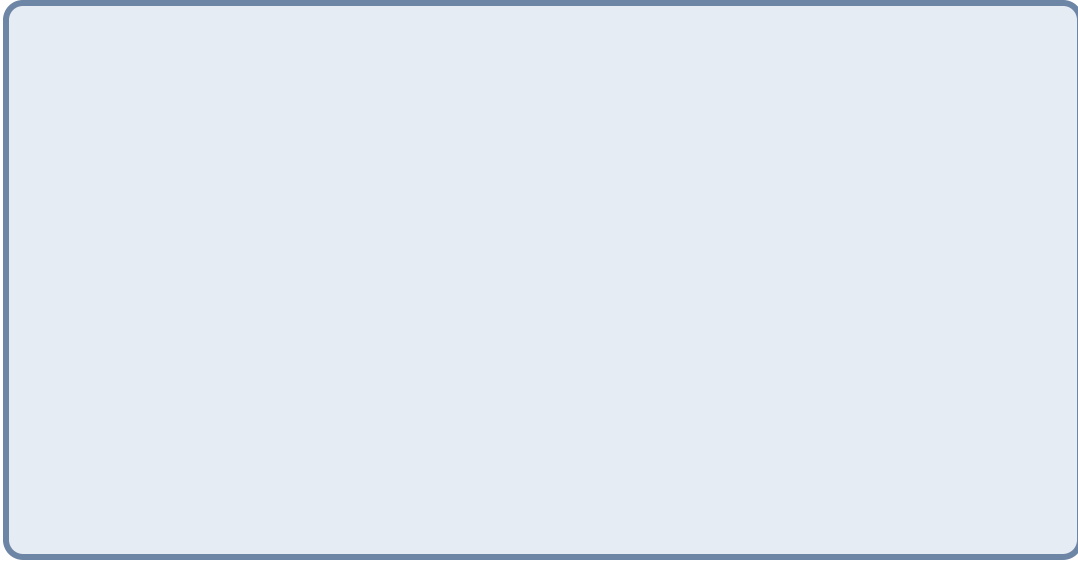


Explaining Evidence

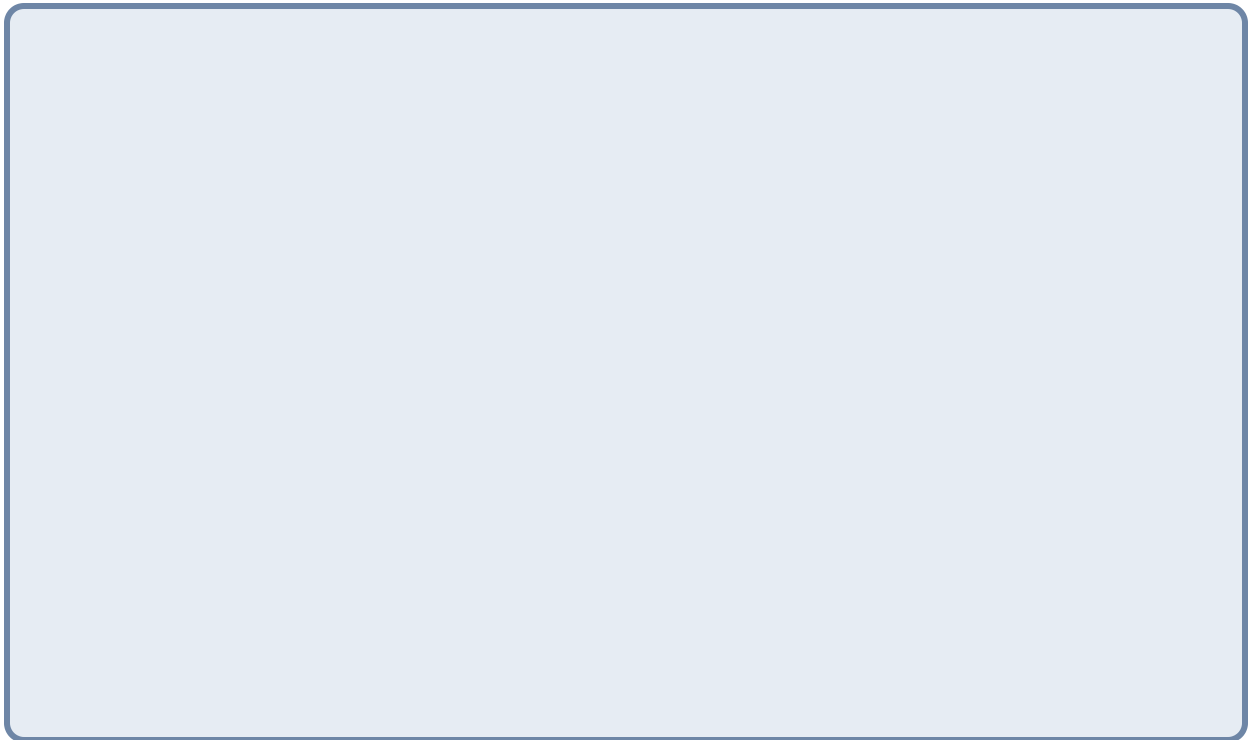
Building the Full Short Constructed Response



Pocket Practice



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.



Attach scratch paper on the left, right, and bottom edges.
Leave the top edge open to make a pocket for this module's activity cards.

Why This Module Matters

A short constructed response needs more than a thesis (central idea) and a quote.

WHY THIS MODULE MATTERS

Writers must explain what the evidence means, why it matters, and how it proves the thesis (central idea). In this final module, students bring together the full SCR ladder: thesis (central idea), evidence, and explanation.

Essential Question

How do I explain what my evidence means?

Keep this question in mind all module. You will answer it on the last page.

How This Book Helps Me Think

This workbook is built to help you do more of the thinking for yourself.

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
Adjust	Fix what you can.
Ask if Needed	Ask for help when you truly need it.

Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

Read the official TEKS and how a student can say the same standard.

TEKS 3.11A(i) - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies

HOW I SAY THE STANDARD!

I can plan how my explanation will fit my topic, purpose, and audience.

TEKS 3.12B(i) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using a clear central idea

HOW I SAY THE STANDARD!

I can write a brief informational response with one clear central idea.

TEKS 3.12B(ii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using genre characteristics

HOW I SAY THE STANDARD!

I can build a full short constructed response with a thesis (central idea), evidence, and explanation.

TEKS 3.12B(iii) - Official Standard

compose informational texts, including brief compositions that convey information about a topic, using craft

HOW I SAY THE STANDARD!

I can use a Definition or Story/Anecdote signal marker to explain my evidence.

The Standards I Am Learning - Part 2

Read the official TEKS and how a student can say the same standard.

TEKS 3.11C(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can improve an explanation sentence so it clearly tells what the evidence means.

TEKS 3.11D(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can capitalize the first word and punctuate the last word of my sentences.

TEKS 3.11D(xxxii) - Official Standard

edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words

HOW I SAY THE STANDARD!

I can check the spelling of high-frequency words in my writing.

TEKS 3.7C - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student can say the same standard.

ELPS 2(I) - Official Standard

monitor understanding of spoken language during classroom interactions and respond appropriately

HOW I SAY THE STANDARD!

I can check my own understanding and ask for help when I need it.

ELPS 3(D) - Official Standard

speak using content-area vocabulary in context

HOW I SAY THE STANDARD!

I can use module vocabulary when I speak about my thinking.

ELPS 3(E) - Official Standard

use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can get ready to read by thinking about what I already know.

ELPS 4(D) - Official Standard

write using a variety of grade-appropriate sentence lengths and types and connecting words

HOW I SAY THE STANDARD!

I can build a sentence that fits the job of my writing.

ELPS 4(F) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with evidence and a fitting style.

My Module 4 Learning Launchpad

Read the destination, then choose how you will show up.

I CAN

- tell the difference between evidence and explanation.
- start my explanation with a signal marker.
- use the word THIS to point back to my evidence sentence.
- build a full SCR ladder with a thesis (central idea), evidence, and explanation.

I WILL

- tell what my evidence means.
- use This means or This shows for a Definition explanation.
- use This reminds me of or This makes me think of for a Story/Anecdote explanation.
- explain how my evidence proves my thesis (central idea).

LEARNING DESTINATION

I will write an explanation sentence after my evidence that tells what the evidence means, why it matters, or what the reader can understand from it, and I will connect the explanation to my thesis (central idea).

MY LAUNCHPAD PROMISE

The explanation HABIT I will practice first is _____ because

My Module 4 Learning Dashboard

Circle where you think your learning is right now. Come back on Monday, Wednesday, and Friday to see how your thinking grows.

I know a lot about this / I know a little bit about this / This is new to me

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell evidence from explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use a Definition signal marker	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use a Story/Anecdote signal marker	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain what THIS points back to	a lot / a little / new	a lot / a little / new	a lot / a little / new
Build a full SCR ladder	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

build

Say it: BILD

What it means: to make something by putting parts together

Try the frame: The Pilgrims had to _____ homes before winter.

copy

Say it: KAH-pee

What it means: to write the same words again

Try the frame: I do not _____ the evidence for my explanation.

explain

Say it: ik-SPLAYN

What it means: to tell what something means or why it matters

Try the frame: I can _____ my evidence.

matters

Say it: MAT-erz

What it means: is important

Try the frame: The evidence _____ because it supports the thesis (central idea).

means

Say it: MEENZ

What it means: shows the idea something has

Try the frame: This _____ the Pilgrims had resources.

Tier 1 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

quote

Say it: KWOHT

What it means: the exact words from a text

Try the frame: The evidence sentence can use a _____.

story

Say it: STOR-ee

What it means: an account of something that happened

Try the frame: A _____ explanation helps connect an idea to life.

tell

Say it: TEL

What it means: to say or explain something

Try the frame: I can _____ what the evidence means.

thought

Say it: THAWT

What it means: an idea in your mind

Try the frame: My explanation is not a random _____.

water

Say it: WAH-ter

What it means: the clear liquid people, plants, and animals need to live

Try the frame: The river gave the people fresh _____ to drink.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

anecdote

Say it: AN-ik-doh-t

What it means: a short story or connection

Try the frame: An _____ can help a reader understand more.

capitalize

Say it: KAP-ih-tuh-lyz

What it means: to use a capital letter at the beginning

Try the frame: I _____ the first word.

clarify

Say it: KLAIR-uh-fy

What it means: to make an idea easier to understand

Try the frame: My explanation can _____ the evidence.

definition

Say it: def-uh-NISH-un

What it means: an explanation that tells what evidence means

Try the frame: A _____ explanation can start with “This shows.”

demonstrative pronoun

Say it: duh-MON-struh-tiv PROH-noun

What it means: a word that points to something already named and close by

Try the frame: The word _____ points back to the evidence.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

elaborate

Say it: ih-LAB-uh-rayt

What it means: to add more information

Try the frame: I _____ by telling what the evidence means.

evidence

Say it: EV-uh-duhns

What it means: a quote or detail from the passage that supports the thesis (central idea)

Try the frame: My _____ gives proof from the passage.

explanation

Say it: ek-spluh-NAY-shun

What it means: a sentence that tells what evidence means or why it matters

Try the frame: My _____ comes after my evidence.

metacognition

Say it: met-uh-kog-NISH-un

What it means: thinking about your own thinking

Try the frame: Using the same passages helps with _____.

punctuation

Say it: pungk-choo-AY-shun

What it means: marks that show where a sentence ends

Try the frame: I check the last _____ in my sentence.

Tier 2 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

response

Say it: rih-SPONS

What it means: the answer a writer gives

Try the frame: My _____ has a thesis (central idea), evidence, and explanation.

signal marker

Say it: SIG-nuhl MAR-ker

What it means: words that help show the kind of explanation a writer is giving

Try the frame: “This means” is a _____.

story

Say it: STOR-ee

What it means: a connection that helps explain an idea

Try the frame: A _____ explanation can start with “This reminds me of.”

support

Say it: suh-PORT

What it means: to give proof for an idea

Try the frame: Evidence and explanation _____ the thesis (central idea).

thesis (central idea)

Say it: THEE-sis

What it means: the central idea that answers the prompt

Try the frame: My _____ is supported by evidence.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

construction projects

Say it: kun-STRUHK-shun PROJ-ekts

What it means: planned jobs for building something large

Try the frame: Boats helped transport materials used in ____.

flax

Say it: flaks

What it means: a plant used in ancient Egypt to make cloth and clothing

Try the frame: Egyptians grew ____ along the riverbanks.

flood cycle

Say it: fluhd SY-kul

What it means: the regular pattern of a river rising and then going back down

Try the frame: Farmers planned their planting around the ____.

geography

Say it: jee-OG-ruh-fee

What it means: the study of Earth's land, water, and places

Try the frame: ____ can influence where people settle.

Mediterranean Sea

Say it: med-ih-tuh-RAY-nee-un SEE

What it means: the sea where the Nile River empties

Try the frame: The Nile flows into the ____.

Tier 3 Vocabulary

Say the word, learn its meaning, then rehearse the frame.

mud bricks

Say it: muhd briks

What it means: blocks made from mud that were used to build homes

Try the frame: Families lived in homes made from ____.

nets

Say it: nets

What it means: woven ropes used by fishermen to catch fish

Try the frame: Fishermen used ____ to catch fish.

pyramids

Say it: PIR-uh-midz

What it means: huge stone buildings made in ancient Egypt

Try the frame: Builders used stone to create ____.

river valley civilizations

Say it: RIV-er VAL-ee siv-uh-luh-ZAY-shunz

What it means: early large communities that grew beside rivers

Try the frame: The Nile helped Egypt become one of the earliest ____.

temples

Say it: TEM-pulz

What it means: buildings used for worship in ancient Egypt

Try the frame: Builders used stone to create ____ and statues.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any unfamiliar word.
O - Discover	Discover its meaning as we learn.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the unfamiliar word or tell a partner which word you want to learn.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Three Shapes: Cracking the SCR Question Code

Break the prompt into its parts before you build a thesis (central idea).

Shape	Marks	Meaning
Red Circle	The main noun	The topic or subject of the question.
Yellow Box	The verb	The action the question asks you to do.
Green Triangle	The clue word	The word that signals WHAT, WHY, or HOW.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the noun in red, box the verb in yellow, and triangle the clue word in green before you decide WHAT, WHY, or HOW.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

An Explanation Sentence Helps Me Tell

Evidence proves. Explanation tells what the proof means.

Explanation IS...	Explanation is NOT...
what the evidence means	another quote
why the evidence matters	a copy of the evidence
what I can understand from it	a random thought

SCR SO FAR

THESIS



EVIDENCE



EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

Point to the evidence first. Then ask: What should the reader understand because of this quote?

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Our Two Bookends for Explaining

A Definition explanation and a Story/Anecdote explanation both help the reader.

Bookend	Signal Markers	What It Does
Definition	This means; This shows	Tells what the evidence means or why it matters.
Story/Anecdote	This reminds me of; This makes me think of	Connects the evidence to an idea that helps the reader understand more.

ORAL REHEARSAL FRAME

My evidence is _____

This means _____

This connects back to my thesis because _____

STUDENT SUPPORT - Another Way to Show What You Know

Say both bookends aloud for the same evidence before you choose which one to write.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Why We Use “THIS”

THIS points back to the evidence sentence right before it.

THE POWER OF THIS

THIS is a demonstrative pronoun. It refers to something already named and close by. THIS points back to the evidence sentence right before it and helps the explanation stay connected to the evidence and thesis (central idea).

THE FULL SCR LADDER

Thesis (Central Idea)	Gives the central idea that answers the prompt.
Evidence	Gives proof from the passage.
Explanation	Tells what the evidence means and how it proves the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Physically point to the evidence that THIS names before saying the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Study a Complete SCR

Notice how the third sentence adds meaning.

THESIS

The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

EVIDENCE

The text states, “There was also fresh water and land where crops could be planted.”

EXPLANATION

This means Plymouth had resources the Pilgrims needed to live and grow food.

CHECK THE CONNECTION

What does THIS point back to?

What meaning does the explanation add?

STUDENT SUPPORT - Another Way to Show What You Know

Read one SCR part at a time. You still explain how the third sentence connects to the first two.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can a writer explain how their evidence proves the thesis (central idea) in a short constructed response?

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: An explanation sentence _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

The Pilgrims Chose Plymouth

Passage 1 — Very High Stamina • Nonfiction • Part 1 of 3

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask what each important detail means.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[1] In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean searching for a place where they could live and practice their beliefs freely. The Pilgrims hoped to build a new community where families could worship the way they wanted.

[2] The Pilgrims traveled on a ship called the Mayflower. More than one hundred passengers crowded onto the ship. Men, women, and children traveled together during the long voyage.

[3] The trip across the ocean lasted for many weeks. Storms caused the ship to rock back and forth on rough water. Huge waves crashed against the sides of the Mayflower. Many passengers became seasick during the difficult journey.

[4] Life on the ship was crowded and uncomfortable. Families slept in small spaces below deck. Meals were simple and often included dried meat, bread, beans, and cheese. Fresh water had to last for the entire trip.

[5] Even though conditions were difficult, the Pilgrims continued traveling because they hoped to build a better future in North America.

[6] After many weeks at sea, the travelers finally saw land. The Pilgrims reached the coast near present-day Massachusetts. Winter was beginning, so the settlers needed to find a place to settle quickly.

[7] Small groups explored the area looking for forests, fresh water, rich soil, and safe harbors. These natural resources would help the settlers survive.

[8] Eventually, the Pilgrims selected an area called Plymouth. Nearby forests provided wood for homes, fires, and tools. The harbor allowed ships to anchor safely while supplies were unloaded.

The Pilgrims Chose Plymouth - Continued

2

Passage 1 — Very High Stamina • Nonfiction • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

Explain one marked detail aloud.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[9] The land around Plymouth also had rich soil where crops could be planted. Streams provided fresh water for drinking and farming.

[10] Soon after arriving, the settlers began building shelters. Workers chopped trees and carried wood to construction sites. Families hurried to finish homes before the cold weather became worse.

[11] Winter in Plymouth was harsh. Snow and freezing temperatures covered the colony. Many settlers became sick because of the cold weather and lack of fresh food.

[12] Some families still lived aboard the Mayflower while homes were being built. Crowded living spaces caused diseases to spread quickly.

[13] Even during these hardships, the Pilgrims worked together every day. Some people gathered wood while others cooked meals or cared for children. Everyone had responsibilities that helped the colony survive.

[14] The settlers depended heavily on natural resources. Forests provided lumber and firewood. Rivers and harbors supported travel and trade. Rich soil helped farmers grow crops.

[15] When spring arrived, Native Americans in the region helped the Pilgrims learn important survival skills. The settlers learned how to grow corn in the local soil. They also learned where to fish and hunt.

[16] Farmers planted crops such as corn, beans, squash, wheat, and barley. Families worked together during planting and harvesting seasons.

The Pilgrims Chose Plymouth - Continued

3

Passage 1 — Very High Stamina • Nonfiction • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

Explain one marked detail aloud.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[17] As the weather became warmer, the colony slowly improved. Homes were repaired, gardens were planted, and more supplies were gathered for the next winter.

[18] Boats traveled along the coast carrying people and goods between settlements. Trade helped colonies exchange supplies and food.

[19] Over time, more settlers arrived from England hoping to build new lives in North America. Plymouth continued growing as new homes, farms, and buildings were constructed.

[20] Religion remained an important part of daily life in the colony. Families attended church services together and worked closely with neighbors.

[21] Although life in Plymouth improved over time, the settlers still faced challenges. Harsh winters, poor harvests, and sickness sometimes created problems for the colony.

[22] Despite these hardships, the Pilgrims continued working together. Their determination helped Plymouth become one of the earliest successful English colonies in North America.

[23] Today, Plymouth remains an important part of American history. The story of the Pilgrims shows how people adapted to a new environment using teamwork, natural resources, and hard work.

The Pilgrims Chose Plymouth - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain what each piece of evidence means.

TRACKS	Exact Evidence	What It Means
T • Time	"In 1620"	It means _____
R ■ Reactions	"became seasick"	It means _____
A ▲ Actions	"Storms caused the ship to rock"	It means _____
C ★ Character, Concept, Creature	"the Pilgrims"	It means _____
K ♦ Key Knowledge	"the Mayflower"	It means _____
S ▼ Scenery / Setting	"Snow and freezing temperatures"	It means _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. This means ____.
You still decide the meaning.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Life Along the Nile River

Passage 2 — Very High Stamina • Nonfiction • Part 1 of 3

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask what each important detail means.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals. Because water was difficult to find in the desert, most people settled near the Nile River.

[2] The Nile River was one of the longest rivers in the world. It flowed through the desert from south to north before emptying into the Mediterranean Sea.

[3] The Nile was very important to ancient Egypt because it provided water in a dry environment. Each year, the river would rise and flood nearby land.

[4] When the floodwaters moved back down, they left behind dark, rich soil along the riverbanks. This soil was fertile and helped farmers grow crops.

[5] The yearly floods followed a regular pattern. Ancient Egyptians learned when the river would rise and when the floods would end. Farmers planned their planting seasons around the flood cycle.

[6] Without the Nile River, farming would have been very difficult in ancient Egypt. Most of the desert land was too dry for crops to survive.

[7] Farmers planted crops such as wheat and barley in the rich soil near the Nile. They also grew vegetables, fruits, and flax. Flax was used to make cloth and clothing.

[8] The Nile also supplied water for drinking, cooking, and farming. Families depended on the river every day.

[9] Fishing became another important activity along the Nile. Fishermen used nets and boats to catch fish from the river. Fish provided food for many families.

Life Along the Nile River - Continued 2

Passage 2 — Very High Stamina • Nonfiction • Part 2 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[10] Farmers and fishermen worked hard throughout the year. During planting season, farmers prepared fields and planted seeds. During harvest season, workers gathered crops before they spoiled.

[11] The Nile River also helped transportation and trade grow in ancient Egypt. Boats traveled up and down the river carrying people and goods.

[12] Some boats carried food while others carried wood, tools, stone, or building supplies. Merchants traded goods between villages and cities.

[13] Traveling by river was much easier than crossing the hot desert. The Nile connected communities throughout ancient Egypt.

[14] Villages, towns, and cities were built near the riverbanks because families depended on water and farmland. Large populations gathered along the Nile.

[15] The environment influenced many jobs in ancient Egypt. Some people became farmers while others worked as fishermen, merchants, builders, or sailors.

[16] Builders used stone from nearby areas to create temples, statues, and pyramids. Boats on the Nile helped transport heavy materials used in construction projects.

[17] The Nile River also supported trade with nearby regions. Merchants exchanged food, tools, cloth, and other supplies with different communities.

[18] Religion was also connected to the Nile. Ancient Egyptians believed the river was a gift that helped life continue in the desert.

Life Along the Nile River - Continued 3

Passage 2 — Very High Stamina • Nonfiction • Part 3 of 3

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

You can use the passage from Module 1 or Module 2 as a support instead of this longer one.

[19] The river influenced daily routines throughout the civilization. Farmers depended on floodwaters. Fishermen depended on the river for food. Merchants depended on boats for transportation and trade.

[20] Families often lived in homes made from mud bricks near the riverbanks. Communities worked together during planting and harvest seasons.

[21] Children in ancient Egypt helped families with daily chores. Some gathered water while others helped care for crops or animals.

[22] As trade and farming improved, cities along the Nile became larger and stronger. Markets, temples, and homes appeared throughout the region.

[23] The Nile helped ancient Egypt become one of the world's earliest river valley civilizations. Access to water, fertile soil, transportation, and food allowed the civilization to grow.

[24] Historians study the Nile River because it shows how geography can influence where people settle and how civilizations develop.

[25] The environment around the Nile shaped nearly every part of life in ancient Egypt. The river provided natural resources, transportation, and fertile farmland.

[26] Today, people still recognize the importance of the Nile River in ancient history. The river helped ancient Egypt survive and become one of the most successful civilizations of the ancient world.

Life Along the Nile River - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain what each piece of evidence means.

TRACKS	Exact Evidence	What It Means
T • Time	“Ancient Egypt”	It means _____
R ■ Reactions	“Fishing became another important activity”	It means _____
A ▲ Actions	“rise and flood nearby land”	It means _____
C ★ Character, Concept, Creature	“the Nile River”	It means _____
K ♦ Key Knowledge	“one of the longest rivers in the world”	It means _____
S ▼ Scenery / Setting	“hot, dry desert”	It means _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. This means ____.
You still decide the meaning.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - GATHER: Mystery Object Explain-It

Explaining helps another person understand more.

THE WARM-UP

Your teacher holds up a classroom object without naming it. Turn to a partner and explain what it does or why it matters - without naming the object.

FRESH RECALL

Explaining is not just naming. Explaining helps another person understand more. That is exactly what explanation does in writing: after we give evidence, we explain it so the reader understands what it means.

STUDENT SUPPORT - Another Way to Show What You Know

Say what the object does before naming it, then connect that to how an explanation sentence works.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - REVEAL: Two Ways to Explain

Watch a Definition explanation and a Story/Anecdote explanation, modeled.

DEFINITION EXPLANATION

Thesis: The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

Evidence: The text states, “There was also fresh water and land where crops could be planted.”

Explanation: This means Plymouth had resources the Pilgrims needed to live and grow food.

STORY/ANECDOTE EXPLANATION

Thesis: Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation.

Evidence: The passage explains, “The river also provided fish to eat and water for drinking and farming.”

Explanation: This reminds me of how people need stores, water, and roads near their homes so daily life is easier.

EXPLAINING IS / IS NOT

Explaining IS	Explaining IS NOT
telling what the evidence means	copying the quote again
showing why the evidence matters	giving another piece of evidence instead
helping the reader understand more	saying something random

STUDENT SUPPORT - Another Way to Show What You Know

Notice both explanations start with THIS. THIS points directly back to the evidence sentence right before it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 1 - Flip-Flap Explanation Notes

Fold your notes into four flaps.

Flap	Notes
1. What explaining does	
2. What explaining is not	
3. Definition starters	This means; This shows
4. Story starters	This reminds me of; This makes me think of

STUDENT SUPPORT - Another Way to Show What You Know

Fill flaps 1 and 2 from today's Reveal; flaps 3 and 4 are already given.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Evidence or Explanation Relay Race

Read. Decide. Place. Explain.

HOW TO PLAY

1. Grab a card and read the sentence.
2. Decide: Evidence, Explanation, or Neither.
3. Place it in the matching pile.
4. Explain why.
5. Record each correct set.

FAST CHECK

Quotation and exact text = likely evidence. Meaning, connection, or why it matters = explanation. An off-topic opinion is Neither.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number without cutting.
Complete the same sort and explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

CUT PAGE - Evidence or Explanation Relay Race Cards 1

Cut only on the dashed lines.

CARD 1

The text states, “There was also fresh water and land where crops could be planted.”

CARD 2

This means Plymouth had important resources for survival.

CARD 3

The passage explains, “The river also provided fish to eat and water for drinking and farming.”

CARD 4

This shows the Nile helped people meet daily needs.

CARD 5

The author says, “The harbor made it possible for their ship to anchor safely.”

CARD 6

This means ships could stop there safely.

Card Backs - Evidence or Explanation Relay Race Cards 1

Check only after committing.

Explanation

EVIDENCE OR EXPLANATION RELAY
RACE

Card 2

Evidence

EVIDENCE OR EXPLANATION RELAY
RACE

Card 1

Explanation

EVIDENCE OR EXPLANATION RELAY
RACE

Card 4

Evidence

EVIDENCE OR EXPLANATION RELAY
RACE

Card 3

Explanation

EVIDENCE OR EXPLANATION RELAY
RACE

Card 6

Evidence

EVIDENCE OR EXPLANATION RELAY
RACE

Card 5

CUT PAGE - Evidence or Explanation Relay Race Cards 2

Cut only on the dashed lines.

CARD 7

The text states, “When the water went back down, it left behind dark, rich soil that was good for growing plants.”

CARD 8

This reminds me of gardens growing better in rich dirt.

CARD 9

The author describes, “Boats traveled up and down the Nile carrying people and goods.”

CARD 10

This makes me think of how travel routes help communities grow.

CARD 11

I like the Pilgrims.

CARD 12

The Nile River was cool.

Card Backs - Evidence or Explanation Relay Race Cards 2

Check only after committing.

Explanation

EVIDENCE OR EXPLANATION RELAY
RACE

Card 8

Evidence

EVIDENCE OR EXPLANATION RELAY
RACE

Card 7

Explanation

EVIDENCE OR EXPLANATION RELAY
RACE

Card 10

Evidence

EVIDENCE OR EXPLANATION RELAY
RACE

Card 9

Neither

EVIDENCE OR EXPLANATION RELAY
RACE

Card 12

Neither

EVIDENCE OR EXPLANATION RELAY
RACE

Card 11

Evidence or Explanation Relay Race - Recording

Record two decisions and justify them.

ROUND 1

Card: ____ Evidence / Explanation / Neither

My reason:

ROUND 2

Card: ____ Evidence / Explanation / Neither

My reason:

ANSWER KEY

Evidence: 1, 3, 5, 7, 9

Explanation: 2, 4, 6, 8, 10

Neither: 11, 12

STUDENT SUPPORT - Another Way to Show What You Know

Say: This is ____ because _____. You still point to the exact clue.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Building Activity - Add the Explanation

Read the thesis and evidence, then choose your own explanation.

SET 1

THESIS The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

EVIDENCE The text states, “The harbor made it possible for their ship to anchor safely.”

Possible Definition Explanation: This shows Plymouth was safer for ships to stop and unload supplies.

Possible Story/Anecdote Explanation: This makes me think of how a safe parking place helps people arrive where they need to go.

SET 2

THESIS Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation.

EVIDENCE The passage explains, “When the water went back down, it left behind dark, rich soil that was good for growing plants.”

Possible Definition Explanation: This means the Nile helped farmers grow crops more successfully.

Possible Story/Anecdote Explanation: This reminds me of how plants grow better when they are given what they need.

SET 3

THESIS Water connected life in both passages through survival, farming, and settlement.

EVIDENCE The passage explains, “The river also provided fish to eat and water for drinking and farming.”

Possible Definition Explanation: This shows water helped people survive and build communities.

Possible Story/Anecdote Explanation: This makes me think of how towns still depend on water for everyday life.

STUDENT SUPPORT - Another Way to Show What You Know

Cover the two possible explanations and try writing your own before checking them.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 3 - DISCUSS

Evidence and explanation work together, but they are not the same.

What is the job of an explanation sentence?

How is explanation different from evidence?

Why do we start explanation with words like This means or This shows?

Why does explanation come after evidence?

STUDENT SUPPORT - Another Way to Show What You Know

Use: Evidence gives _____. Explanation tells _____. THIS points back to _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Bookends of Explanation - Item 1

Write a Definition explanation and a Story/Anecdote explanation for the same evidence.

THESIS

The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

EVIDENCE

The text states, “There was also fresh water and land where crops could be planted.”

DEFINITION EXPLANATION (This means / This shows)

This means the Pilgrims found resources they needed for food and survival.

STORY/ANECDOTE EXPLANATION (This reminds me of / This makes me think of)

This makes me think of how families choose places to live where they can get what they need.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the evidence first, then ask what a reader should understand because of it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Bookends of Explanation - Item 2

Write a Definition explanation and a Story/Anecdote explanation for the same evidence.

THESIS

Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation.

EVIDENCE

The passage explains, “The river also provided fish to eat and water for drinking and farming.”

DEFINITION EXPLANATION (This means / This shows)

STORY/ANECDOTE EXPLANATION (This reminds me of / This makes me think of)

STUDENT SUPPORT - Another Way to Show What You Know

Point to the evidence first, then ask what a reader should understand because of it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Bookends of Explanation - Item 3

Write a Definition explanation and a Story/Anecdote explanation for the same evidence.

THESIS

Water connected life in both passages through survival, farming, and settlement.

EVIDENCE

The author describes, “Boats traveled up and down the Nile carrying people and goods.”

DEFINITION EXPLANATION (This means / This shows)

STORY/ANECDOTE EXPLANATION (This reminds me of / This makes me think of)

STUDENT SUPPORT - Another Way to Show What You Know

Point to the evidence first, then ask what a reader should understand because of it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 4 - AWARD Yourself

An award counts when you point to evidence in your own work.

CHOOSE

- Chant Celebration - Wow! Wow! Wow! I'm explaining now!
- Bookend Cheer - Definition on one side! Story on the other side!
- Notebook Glow Line - one thing I explained well today.
- Partner Praise - tell a partner what they explained well.

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest explanation before writing.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Choose one explanation target from this module.

- ☐ One thing I understand about explanation is...
- ☐ One thing I still need to practice is...
- ☐ One signal marker I can use well is...
- ☐ One question I still have is...

MY TARGET

My next explanation goal is

I chose it because

Ready to Stretch? Take Your Thinking Further!

How is explanation different from summary? Why does an explanation help a reader trust the writer more?

Day 5 - EXPLAIN and EDUCATE Others

Teach the full SCR ladder.

TURN AND TEACH FRAMES

An explanation sentence helps the reader understand _____.

Evidence is _____, but explanation is _____.

A Definition explanation might start with _____.

A Story/Anecdote explanation might start with _____.

The word this points back to _____.

What explanation does:

How explanation is different from evidence:

What THIS points to:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Use the frames, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Module 4 Conventions Check

Apply two checks before your exit ticket.

CHECK

1. Is my thesis (central idea), evidence, and explanation each a complete simple sentence with subject-verb agreement?
2. Are my high-frequency words spelled correctly?

TRANSFER TO MY SENTENCES

STUDENT SUPPORT - Another Way to Show What You Know

Read your full SCR aloud and listen for complete, correctly spelled sentences.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Exit Ticket: Build the Full SCR Ladder

Show what you learned this week.

PROMPT

Why did people settle in places with helpful natural resources?

THESIS (CENTRAL IDEA)

EVIDENCE

EXPLANATION (This means / This shows / This reminds me of / This makes me think of)

STUDENT SUPPORT - Another Way to Show What You Know

Capitalize the first word and punctuate the last word of each sentence.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Day 5 - Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

My proof is on page: _____ My next move: _____

Ready to Stretch? Take Your Thinking Further!

Without the frames, explain why evidence needs an explanation sentence.

MY THINKING NOW

Answer the module question again.

How can a writer explain how their evidence proves the thesis (central idea) in a short constructed response?

WHAT CHANGED?

Circle or underline something you can explain now that you could not explain at the beginning.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

MY MODULE CHECK-IN

Award. Target. Explain. Use proof, not just feelings.

AWARD

Put a star beside your favorite explanation. Write what you are proud of and finish: My explanation helped the reader understand ____.

TARGET

Choose one: connect more clearly to the evidence, tell what THIS points back to, use a stronger signal marker, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves my growth. Show what THIS points back to and explain how your sentence connects the evidence to the thesis (central idea).

I Can...	Not Yet	Getting It	I've Got It!
Tell evidence from explanation	☐	☐	☐
Use This means or This shows	☐	☐	☐
Use This reminds me of or This makes me think of	☐	☐	☐
Tell what THIS points back to	☐	☐	☐
Build a full SCR ladder	☐	☐	☐

Day 5 - Writing Opportunity: Build a Full SCR

Build the full SCR ladder for a new prompt.

WRITING PROMPT

Why did people settle in places with helpful natural resources?

PLANNING SUPPORT

1. Write a thesis (central idea) that answers the prompt.
2. Find one piece of evidence in the passage that supports the thesis (central idea).
3. Choose a signal marker: This means, This shows, This reminds me of, or This makes me think of.
4. Write an explanation in your own words that tells how the evidence proves the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

No introduction and no conclusion - just the thesis, evidence, and explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Additional Full SCR Draft - Page 1

Make the evidence mean something.

DRAFTING FOCUS

Thesis $\rightarrow$ Evidence $\rightarrow$ Explanation. The third sentence tells what the proof means.

[illegible]

Additional Full SCR Draft - Page 2

Make the evidence mean something.

DRAFTING FOCUS

Thesis → Evidence → Explanation. The third sentence tells what the proof means.

[illegible]

Revise, Edit, and Share

Improve the explanation, check conventions, then share.

REVISE

Read your response aloud. Improve one explanation sentence so it clearly tells what the evidence means.

EDIT

☐ capitalize the first word ☐ punctuate the last word ☐ complete sentences ☐ subject-verb agreement ☐ spelling

SHARE

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

READY TO STRETCH? - Build the Full SCR Ladder

Climb higher by comparing both explanation bookends.

PROMPT

Why did people settle in places with helpful natural resources?

THESIS

EVIDENCE

DEFINITION EXPLANATION

STORY/ANECDOTE EXPLANATION

EXPERT REFLECTION

Which explanation is stronger for this evidence, and why?

Study Three SCR Exemplars

Notice how each level gets closer to a full SCR ladder.

LOW

“There was fresh water and land.”

What is missing - a thesis, evidence, or explanation?

MEDIUM

“People settled in places with helpful natural resources because those places provided what they needed to survive. The text states, ‘There was also fresh water and land where crops could be planted.’”

What part is still missing after the evidence?

HIGH

“People settled in places with helpful natural resources because those places provided what they needed to survive. The text states, ‘There was also fresh water and land where crops could be planted.’ This means people chose places where they could find water and grow food.”

How does the explanation complete the SCR ladder?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the thesis, evidence, and explanation in different ways. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to evidence and explain why your choice works.

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

I place an explanation after my evidence and use my own words to tell what the evidence means, why it matters, or what the reader can understand from it. Definition and Story/Anecdote signal markers help me keep the explanation connected to the evidence and show how it supports my thesis (central idea).

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 4.

OUR ESSENTIAL QUESTION

How do I explain what my evidence means?

My Answer

I put an explanation right after my evidence and use my own words to tell what it means, why it matters, and how it supports my thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Start with the proof: My evidence shows _____. This matters because _____, and it supports my thesis by _____.

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Complete the thinking without the support, then point to evidence and explain why your choice works.